

# THE TIMES Educational Supplement

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## Baker turns deaf ear to staff shortage alarm

by James Melkle and Barry Hugill

The Government this week brushed aside warnings of severe teacher shortages by the early 1990s - dashing hopes of staffing improvements which hinged on an earlier pledge to discuss teacher numbers.

In March, Mr Kenneth Baker said that he would "shortly be initiating" consultations on the issue, but Ministers now believe that specially targeted funds through education support grants and in-service training will meet the demands of the proposed national curriculum.

They also believe special recruitment drives masterminded through the Teaching as a Career Unit task force, supported by the Government and local authorities, will help to meet staff shortages in science, maths, and craft, design and technology.

The National Association of Head Teachers has said at least 4,000 extra teachers will be needed if the national curriculum is to be properly delivered (see page 11), while both Mr Fred Jarvis, general secretary of the National Union of Teachers, and Mrs Anne Ebor, the SDP educationist, this week warned of a recruitment crisis for schools if the Government was too prescriptive about what was taught.

The Association of County Councils also believes that an extra 3,000 teachers of modern languages will be needed.

The prospect of Mr Baker holding talks on teacher numbers was prompted by his aides to acknowledge the

concerns of unions and employers whose separate pay and conditions plans had been over-ridden.

There was no possibility that the Government would agree to the employment of an extra 6,000 to 7,000 teachers, as would be needed under arrangements for class size, cover and non-contact time agreed at the unsuccessful Acas talks, although Mr Baker hinted at improvements on three-day cover. The Government points to continuing drops in pupil-teacher ratios, expected to be 17.1 to 1 in 1990, compared to 17.6 to 1 now, as an indication of improved staffing. It is planning for about 421,000 teachers in England and Wales by 1990, a decline from the 430,000 of January 1986, because of falling rolls.

The Department of Education and Science this week said that no separate talks would be held on teacher numbers, although Ministers would consider whether further consultation on the national curriculum was necessary when all the responses to its present proposals have been received.

A report published this week says up to 53,000 secondary teachers will be "surplus to requirement" within five years.

Dr Danny Beeton, who lectures at Queen Mary College, London, in economics, says that, at best, 7,000 surplus teachers could be retained as primary science specialists. But, since most vacancies would be in the south-east where house prices are exceeding,

ly high, the "redundant" teachers, many of whom would be based in the north, would have difficulty in moving. Dr Beeton accepts the view of the Audit Commission that 1,100 secondary schools could be surplus to capacity by 1991. Unlike the commission he does not believe it would be sensible to close them all. He estimates that as rolls begin to rise in the middle of the next decade, the schools will once more be needed. Most of the 1,100 could be back in use by 2006.

Local authorities are threatening to dock money from college lecturers for alleged breach of contract.

Members of the National Association of Teachers in Further and Higher Education are trying to snarl up college administration in their long-running pay dispute with the Labour-led employers, a threat far more effective than the overtime ban and no-cover action in force since January.

Talks on pay rises due last April have been stalled for months. The employers have offered staggered increases, averaging 9.3 per cent but weighted in favour of staff working in advanced further education, in return for more "flexible" working practices.

The union, which originally hoped for increases of more than 20 per cent, objects to the employers' plans for a maximum teaching week of 21 hours.

The Outlook for Education by Dr Danny Beeton, published by the Public Finance Foundation, 3 Robert Street, London WC2N 6BH, £10.



Gone fishin': pupils from the Shirey Row comprehensive school in Sunderland turned their backs on Britain's holiday beaches for a fortnight of adventure on and around the Scottish island of Mull. In all, twenty 14 to 18-year-olds went on the expedition organized by the local YMCA. Picture feature, page 8.

## DES voices 'worry' on race book

Senior officials at the Department of Education and Science have suggested to the Inner London Education Authority that it "recommend" that schools should not use a book critical of Britain's colonial past.

The book, *How racism came to Britain*, is published by the Institute for Race Relations. Sources at the DES say Ministers are worried it could breach the political indoctrination clause of the 1986 Education Act and the Incitement to racial hatred section of the Race Relations Act.

In a confidential letter to ILEA's chief officer, Dr Bill Stubbs, the DES asks how the book is used, particularly in primary schools, and expresses "worries" about its content. It suggests that heads be recommended not to use the book.

Mr Neil Fletcher, the ILEA leader, will reply that it is not the role of an ILEA to tell heads what they should, or should not, use in class.

## OU students' ambitions checked by grant rules

by Ian Nash

Open University graduates seeking a teaching career are being blocked by government regulations which stipulate they have no mandatory right to higher education grants.

The problem was highlighted this week by the case of Mrs Sally Young (see Letters, page 21), a radiographer who had to turn down the offer of a two-year BEd course in physics - a shortage subject - after her local education authority, Newcastle, refused to pay her fees.

The OU Students' Association this week condemned the regulations as "preposterous" and said they were militating against efforts to encourage more people into science jobs, including teaching.

Newcastle said that it has no duty to pay grants and fees to "anyone who has previously attended a part-time or correspondence course which equates to two or more academic years".

But the students' association says

this amounts to double discrimination since OU students often have no financial support as undergraduates. Mrs Young is being prevented from becoming a teacher simply because she has studied at the OU rather than another university," said a spokeswoman.

The association is campaigning for mandatory grants for undergraduate students and is appealing to the political party conferences for all-party support. It says it will take up individual cases of OU students seeking financial support for degree courses elsewhere.

The case of Mrs Young was by no means isolated, the spokeswoman said. Increasingly, discretionary grants were becoming harder to obtain.

Another problem highlighted by OUSA is the refusal of many ILEAs to give financial support to teachers on in-service training courses offered by the OU.

### THIS WEEK

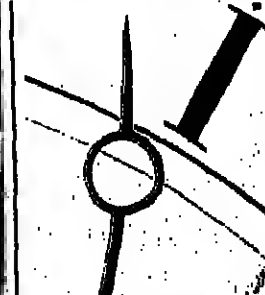
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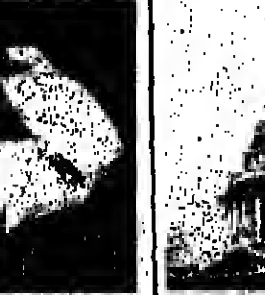
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## For our next manifesto . . .

Mrs Anne Sofer's discussion paper for the Social Democrats on "education policies" for the future is stimulating, penetrating and short. It deserves to be read by anybody who is interested in responding intelligently to the post-election cascade of papers from Mr Baker. It doesn't take refuge in hand-wringing or nostalgia. It is forward-looking in the practical sense that it concentrates attention on the issues which will arise when Mr Baker's Bill becomes an Act. "As far as education is concerned," Mrs Sofer says, "it makes no sense to ask 'where do we go from here?' The only intelligent question is: 'where do we go from where we will be in four or five years time?'" Perhaps this suggests a timetable of debate too slavishly geared to general elections. In reality, in trying to answer her own question, Mrs Sofer has a great deal to say about Mr Baker's present policies and the hazards which are going to attend them.

The analysis focuses on three policy areas: the growing 'independence' of schools; the vacuum in educational planning; and the disintegration of education in the inner city.

The trouble with any "discussion" document is that people who are nervous of discussion may find the invitation to consider novel or controversial ideas, disconcerting. Though the Portsmouth conference kept its cool, Mrs Sofer will certainly upset some SDP supporters (and their former Alliance partners) with the implications she draws from the small but steady growth of the Independent sector, the expansion of the Assisted Places Scheme from 25,000 places to 35,000 and "opting out". She embraces the ideal of more choice - politically irresistible; who is going to the hustings to argue for less choice? - and squares up to the logic of Mr Baker's policies: a voucher system. This will send shivers down many on SDP spine and precipitate a few Liberal heart-attacks (Mrs Sofer is pro-merger)

because few people have hitherto thought their way through the voucher debate. As Mrs Sofer points out, if the Conservatives manage to push far and fast enough down the free-market road in the present Parliament, vouchers are what we shall all be debating, so now is the time to get rid of the can and get down to basic issues.

Vouchers (like local education authorities) are simply devices for distributing public resources for education. What is at issue are the principles which direct any specific voucher scheme. Vouchers can be made to serve any set of social priorities. They can be weighted to favour or penalize any particular social or academic group. They can be used to integrate or exclude independent schools; to permit or prevent discrimination on grounds of creed or colour or IQ.

There are, certainly, important objections which relate to the transition to vouchers and the surplus resources which might be expected to be required to provide a flexible and efficient market for education. But a few years of per capita funding and quasi-independence within the maintained system will have gone some way to reduce these practical objections. Vouchers may well become attractive to reformers on the Left and in the Centre as well as to the hard Right; each political grouping aware that central control over the voucher weighting system would enable it to pursue its own aims and reward its own friends.

If Mrs Sofer is right, and this is how the cookie crumbles, the principled attack on vouchers will need to concentrate on their excessive flexibility. Vouchers are too easy for politicians to abuse. They would make the education system too vulnerable to the political winds of change. They would put a new and excessive instrument of electoral bribery in the hands of ministers and place unreasonable strain on their incorruptibility and strength of character. Politicians will not necessarily be daunted by this

moral challenge. Even Mrs Sofer would evidently warm to the idea if it were forced upon her by the Conservatives.

Politicians of the Centre and Left will certainly take seriously the vacuum in educational planning - pitifully analysed a few weeks ago in these columns by Sir Roy Harding, the secretary of the Society of Education Officers (Platform, July 3). Mrs Sofer is scathing about the Secretary of State's failure to face up to the teacher supply implications of his own policies - notably the national curriculum requirements for mathematics, science, technology and modern languages.

The optimistic early achievements of the Teaching as a Career programme now have to be set against worse than expected figures for science A level entries. One justification advanced for a more clearly prescribed curriculum has been the belief that, to retain its integrity, a Secretary of State who laid down what schools must teach would have to provide the staffing and other resources to carry it through. With a deepening crisis clearly looming for the 1990s, that begins to look unbelievably naive.

The inner city gets short shift from Mrs Sofer. With her London hat on she sees the intensification of all existing problems in the disintegrating cities, with only the Manpower Services Commission rich enough or confident enough to pick up any of the pieces. It is a bleak prospect, made no better by the news that the dismemberment of the Inner London Education Authority may be an even longer drawn-out affair than had seemed likely.

Mrs Sofer offers a scholarship scheme for independent school sixth forms, in place of the Assisted Places Scheme. Why not independent school sixth forms open to all-comers - as universities were opened to all-comers after the war? This would make scarce resources available to a wider public. If it can work for higher education why not for post-16?

### COMMENT

## Pointer not proof

The survey of Scottish comprehensive education published last weekend compared the progress of 40,000 pupils who left school in 1976, 1980 and 1984. According to earlier research in both Scotland and England, the differences in attainment associated with social class had remained largely unchanged, notwithstanding the shift towards comprehensive schools.

The latest study, carried out in a system where the comprehensive pattern is now more or less complete, shows that not only have examination achievements improved all round, but also that the improvement among the lower socio-economic groups has been greater than that of middle-class children, with a consequent narrowing of the social class differential.

So far, so good for the comprehensive supporters who are in need of some encouraging news. Last week's *Reader's Digest*/MORI poll found that 17 per cent of parents were in favour of a return to grammar schools and the 11 plus. Another 45 per cent opted for grammar schools with entrance "determined by continuous assessment" rather than an 11 plus exam. Either way, the poll showed a marked absence of positive enthusiasm for the comprehensive ideal without which the schools are undoubtedly vulnerable in the current mood of reaction.

Does the Scottish research provide out-of-the-ordinary bulwark with which to defend the comprehensive idea?

Unfortunately this kind of research can never be conclusive. The examination results have improved but they might have been expected to improve anyway, even if the system continued to comprise grammar and secondary schools. No direct causal relationship has been established because the laboratory conditions necessary for

that kind of proof cannot be set up. Similarly, who can say whether the apparent trend towards more equal results as between the various social classes has been "caused" by the completion of the comprehensive system, or by some other factor which might have also been at work in a divided system? Has the "equalization" been achieved by holding back the children in the higher socio-economic classes (as dyed-in-the-wool critics might suspect)? What are the implications of gender differences? Or non-school related pressures to take exams?

This is not to criticize the research nor yet to oppose the collection of long-term evidence about performance. It is important to recognize that standards have risen, not fallen as pessimists are temperamentally disposed to assume. And it is essential to keep social class related differences under perpetual review at a time when the Government seems anxious to reflect them more directly at the institutional level. After all, the time may one day come round when greater equality and fairness are once again objects of public policy.

On one point, the Scottish research is particularly encouraging: improved attainment was associated with the length of time a school had been comprehensive. It has always seemed likely that the degree of trauma involved in the process of reorganization was underestimated. Comprehensive schools, like any other schools, need 10 or more years to settle down and establish the patterns and customs of sustained hard work which yield long-term results.

**no comment**

"Situations varied: Teaching graduate seeks alternative employment, retaining welcome, anything considered. Box No. XXXX"  
From *The New York Advertiser*, June 12.



Fred Jarvis: future imperfect

## Business as usual?

It may be heart-warming for teacher union members to see one of their own take the lead on the national stage at next week's TUC conference, but it might be more appropriate if it struck a little fear into their hearts to find what is still their largest union so closely identified with the prevailing collective complacency.

Interviewed on page 12, Fred Jarvis, long-time general secretary of the National Union of Teachers and this year's TUC president, only grudgingly concedes that some re-examination is called for in the face of increasing political marginalization. Most union bosses have responded to Nonman Will's face-up-to-reality exhortations, by adopting a "business as usual" stance. This seems to be Fred Jarvis's position at Hamilton House.

We shall see next week in Blackpool how far the brothers and sisters are able to keep up the pretence that nothing has changed which minor financial concessions to falling membership can't cure. Like the other unions and indeed the Labour party, the NUT is indeed tackling that painful adjustment, but organized teachers need something more than that. The NUT's dominance has grown

increasingly uncertain as it has failed to admit that its membership loss has policy as well as financial implications. If its own leaders don't accept soon that things have changed, and that it must set a new course towards a new professionalism, there is not much doubt that it will continue to decline.

The moment of truth came - and in its heart the union knew it - when Kenneth Baker swept away their negotiating rights. The brothers in the other unions were not prepared to go to the barricades to defend them. Traditional union tactics and years of nagging industrial action had not turned public sympathy into public support when it mattered. Now the Baker Bill promises further erosion of union influence, and counting the hours in the contract will not be the best way to win back public respect.

There is little doubt now that if teachers are to win back respect and influence it will be via greater emphasis on professionalism. A general teaching council could play a part in this, but not if it were a union poodle. The teachers' leaders who have cottoned on sooner to realities are David Hart of the NAHT and the AMMA's new general secretary, Peter Smith.

After the lights fade at Blackpool next week, Fred Jarvis and his colleagues back at Hamilton House will need to think coolly about how best to serve the interests of present and future members.

### Second opinion

## Will the Rasch model ride again?

"At the national level, central government, Parliament and the public should be able to monitor national standards of attainment and improvement over time."

This quotation from the consultation paper on the National Curriculum might as easily have been taken from one of the many documents put out by the Assessment of Performance Unit, some 10 years ago. The parallels are quite instructive.

The APU was set up in 1975, in the context of a debate about educational disadvantage. But the focus of public attention soon changed to educational standards, and the unit was promptly set the task of monitoring standards over time.

It started with great confidence. The curriculum was divided into six areas, working groups were set up, and in 1978 testing began. A 2 per cent sample of 11-year-olds took a test in mathematics, and the results were to provide a baseline for comparison with subsequent tests. Testing in language followed, then science.

During this time some doubts were raised, by me among others. How were comparisons to be made between years? Would the tests be the same, irrespective of changes in the world outside such as the availability of cheap calculators? No, was the answer. Some of the questions would change each year, and allowance would be made for this by a statistical method known as Rasch. But would this work?

The unit lacked statistical expertise, and could not distinguish bad advice from good. So not until 1981, four years after warnings were raised, did it accept that the method would not work. After 1981, the monitoring was gradually cut back, and the purpose of the whole operation changed. (In fact the unit's work has been quite useful, but not in the manner intended.) No conclusions about the trend of any significant educational measure over time has ever been published.

Now, it seems, the whole charade is to be re-played on a larger scale, with tests of whole-age cohorts, and reporting of results at every level from individual to national. But the same statistical problems remain. An unchanging test produces all sorts of problems, not least that of keeping its content out of the public domain; the alternative of making statistical allowance for changes has been shown not to work. So what is to be done this time? "The National Curriculum" gives no answer, and the newly-appointed Task Group has only four months to find one.

It may not be thought important if I believe that the proposed national testing scheme will be costly to set up and administer, or that it will not gain the necessary goodwill among the teachers who will operate it, or that it will have adverse effects on the curriculum even from Mr Baker's own viewpoint - though I do in fact hold these views. Nor, perhaps, was it important that in 1977 I was similarly fearful of the consequences of the APU programme. But it did matter then that the APU was attempting the statistically impossible, and it does matter now that the Secretary of State is doing the same.

I got no thanks in 1977, or even an acknowledgement when events proved me right. I am not sure for anything better now. It is sad for a number of reasons, not least because a shift of power is currently taking place towards a Department of State that isn't even capable of learning from its mistakes.

Martin Leonard

Martin Leonard is an inspector for mathematics and computing with Walsall education authority.

### NEWS



Anne Sofer: desire to protect the weak



David Owen: favourable aspects of opting out

Barry Hugill reports from the SDP conference in Portsmouth

## How vouchers fit into Sofer's battle scheme

When, last week, Mrs Anne Sofer announced her conversion to educational vouchers, I thought she was being mischievous. So did many of her SDP colleagues.

Opening Tuesday's debate on "Policies for the 90s", former Labour MP Colin Phipps told his fellow Social Democrats that vouchers were not "SDP policy, not necessarily Anne's policy, quite probably tongue-in-cheek policies".

He was wrong. Mrs Sofer is serious about vouchers. And she is sticking by her policy of converting the Assisted Places Scheme into a sixth-form scholarship scheme providing places at independent schools for bright working-class children.

In short, Anne Sofer, and a good few of her friends, have embraced policies previously the preserve of the Tory radical right.

One such friend, Professor Robert Skidelsky, sounded like an older Roger Scruton. The education services cannot be maintained out of taxation, so private funding is essential, he declared. "All parents should be encouraged to make 'voluntary' contributions to their children's schooling. But because the professor is a Social Democrat and not a Tory free marketeer, the philosophy is tempered by social conscience. "The most important problem facing us is that of the under-class" - a problem to be surmounted by granting cash payments to the poorest consumers, thus enabling them "some effective choice of supplier".

And if the voucher does not sufficiently enhance the life chances of the under-class "why not expand the Assisted Places Scheme to the point where we can offer weekly boarding for a minimum number of years, to all children from deprived areas, in attractive but disciplined, semi-rural settings. The children of the so-called under-class need more training in the bourgeois virtues".

I am being unfair. It is because of the perceived threat from the Scrutons of this world that Mrs Sofer has adopted her current posture. "It is important that someone like me, someone of the Left, takes up the challenge of the Right," she explains.

The challenge is to devise a viable school system for the 1990s which accepts the right of parents to have much greater choice while protecting the poor. If it is not met, she says, the Right will have its own way and, as always, it will be those least able to look after themselves, the "under-class" of the inner-cities who will suffer most.

Whatever else might be said about the SDP, the level of debate at its annual conference is invariably more intelligent, more serious, than that at the gatherings of its rival parties. Thus it was that several speakers

attempted to explain their policies by reference to theoretical concepts. The clearest exponent of this approach was the ex-communist Sue Slipman who has abandoned socialism but retained her Marxist rigour. She touched on three concepts: structure, Thatcherism, under-class.

The three interact to provide an explanation of a society in which a considerable proportion of what used to be called the proletariat believe their interests to be inextricably bound up with those of the traditional ruling class. It is sometimes clumsily called "bourgeoisification" and it is what the Prime Minister is hell-bent on doing to the inner-cities having achieved it in the outer suburbs, the expanding new towns and large chunks of the West Midlands.

The SDP is uncertain how to respond to this process. To a member they regret its most obvious consequence - the continuing dominance of the Conservative Party - and genuinely deplore its social cost, the creation of a new under-class devoid of skills, work, hope and a future. But many, most notably David Owen, admire the Thatcherite desire to create a nation of home-owning, share-holding, consumerists. That SDP shibboleth, the



Rosie Barnes: worried at drift to Right

social market, is little more than a belief in free enterprise modified by a concern for the have-nots.

The challenge for Sue Slipman, Anne Sofer and Robert Skidelsky is coming to terms with the structural changes brought about by eight years of Tory rule - the growth of the independent schools, the impoverishment of many comprehensive schools, the continuing unattractiveness of teaching for scientists and technologists - and the increasing ideological hegemony of Thatcherism.

The notion of hegemony is an important one. Crudely put, it means accepting that voters are voting for the Tories because they believe in the values espoused by them - and if that is what the customers want, then is it not what a democratic politician should give them?

Parents, argues Mrs Sofer, want more choice and vouchers is the way to give it to them. But in order to protect the weak, the voucher should only be "cashable" at schools which did not impose selection tests, did not charge additional fees and were recognized as efficient by HM Inspectorate. In a similar vein, Mrs Sofer, "whose heart is in the inner-city comprehensive school", has radically changed her attitude to the independent sector. Parents want them, they have a role to perform, perform a sensible education policy must attempt to obtain the best from them in the interests, not of a few, but of the many.

It must be stressed that Mrs Sofer is "simply putting ideas forward for discussion". Whether the merged SDP/Liberal party will take on board her ideas is open to speculation.

Mr Owen, the presumed leader of the yet-to-be formed mark 2 SDP, is already a convert. He considers the Sofer plan "the bees knees" and it must be likely that he will endorse his supporters.

Mrs Sofer, however, is not an Owenite but clearly identified with the "mergerite" wing of the party. She has been invited to speak at a fringe meeting at the forthcoming Liberal Party assembly, where she is optimistic of finding supporters.

## Technology still lacks woman's touch

Only one girl in 50 on the Technical and Vocational Education Initiative (TVEI) for technology subjects, according to the annual report of the Manpower Services Commission published this week.

Even though this represents a seven-fold increase in the number of girls considering a career in technology since the TVEI was launched in 1983, the MSC is still far from being able to claim that the equal opportunities policies are working.

Similarly, only one girl in 40 on TVEI courses studies information technology. Despite reflecting a 16-fold increase since the TVEI began, this is disturbing as IT courses often replace those offering traditional secretarial training.

Where an equal opportunities breakthrough has been made it was often dramatic, as shown by the Fawcett Society's decision to give 5 of its 11 "positive action" awards last year to TVEI schools for encouraging girls

into non-traditional areas.

The Commission is, however, aware of the shortcomings and has launched a booklet for schools and colleges aimed at boosting equal opportunities on the TVEI.

Copies of *TVEI Developments 2: Equal Opportunities* are available free to teachers from the TVEI Information Point, 236 Gray's Inn Road, London, WC1X 8HL. (Tel: 01-278 0363 ext 4055).

## Prep school heads swell NAHT numbers

by Bert Lodge

The National Association of Head Teachers with 28,000 members, increased its numbers by nearly 600 this week with the automatic admission of all heads belonging to the Incorporated Association of Preparatory Schools.

The agreement reached by the two associations was ratified on Wednesday at the annual conference of the IAPS in Oxford. Mr Tim Fisher, chairman and head of Bilton Grange School, Rugby, told the conference that the move would give preparatory schools a national voice.

Mr David Hart, general secretary of the NAHT, welcomed the prep school heads into membership. "It demonstrates that we are committed to both the maintained and the independent sector - working together instead of talking to one another across a fence."

The prep schools' heads, however, are still undecided whether to follow the example of the NAHT and admit all deputy heads to full membership. When the NAHT took this step two years ago it recruited more than 1,000 new members in the first two months and several thousands subsequently. But while the IAPS has some deputy members it is considering proposals to admit no more.

Mr Fisher said there was a "purist" argument in favour of the policy of the Headmasters' Conference that permitted only one member per school and qualification by school rather than by the head.

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## PLATFORM

## NEWS



The abusing parents of the next generation are sitting in our classrooms now, says Peter Maher. That is why we must look for curricular solutions to child abuse

## Breaking into the cycle

Almost two decades ago, Kempe first coined the phrase, "the battered baby syndrome". He also offered an interesting six-point analysis of the phases through which a society had to pass before it adequately dealt with the problems of child abuse. Some of our recent reactions to the problem, as typified by press coverage of the events in Cleveland, place us in a very primitive stage on that scale.

Teachers, at least, have to step back from the emotion, the anger and the distress, if they are going to be of any help. As in any other crisis, to get caught up in the hysteria is not going to allow us to be effective helpers. This article attempts to find ways that the teaching profession might respond more appropriately, through the curriculum.

There is an interesting parallel with the AIDS epidemic and similar sorts of steps have to be taken. Do not doubt that child abuse is at epidemic proportions; child abuse is the secret epidemic. Estimates of the levels of abuse vary, though there is common agreement on a figure of 10 per cent of our children as abuse victims. (Some research has placed the figure as high as 38 per cent of the population.) The implications of such figures are frightening. In a normal class of 30 fifth-year pupils, for example, at least three will be or have been abused. (With the higher estimates, this might rise to 11 or 12.)

The argument that I put forward here is that similar priority needs to be offered to the issue of child abuse as the Government has given to the AIDS epidemic. We need to commit public money for training and for publicity. As importantly, we need to accept that our cultural norms have to change if we are going to reduce, in the longer term, the levels of violence towards children. It is in this latter respect that our school curriculum might be of great significance and it is in this role that teachers might have the greatest effect.

It is understandable that much emphasis in teacher training has been placed on the recognition and detecting of child abuse or on curricular initiatives that focus upon child safety programmes. Let me make quite clear, by that I think such work is important and that I applaud, with few reservations, much of the effort being made in this field. (My only regret is that such

training has been left to the initiative of individuals or organizations like the National Association for Pastoral Care in Education rather than being accepted by the Department of Education and Science as their responsibility.)

I must question however, whether this role is the most appropriate or effective one that teachers can play. My thesis is quite simple and so potentially obvious but it seems to have been neglected by nearly everyone. In, say, 10 years' time another generation of adults will have grown up, many of them will have had children, and a proportion of those will be torturing, attacking, sexually assaulting or mentally tormenting their offspring.

This new generation of abusing parents are sitting in our classrooms today; they are a "captive audience". While we might not be able to recognize which of our charges are the potential abusers of the future, there may be work that we can do with all our students that will begin to affect attitudes. We may, in this way, begin to modify those cultural norms which will affect our attitudes to children in years to come and we may be able to affect the behaviour of some of those potential abusers.

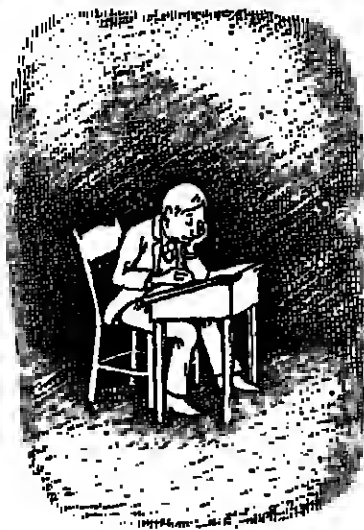
In order to understand the potential curricular implications, we first need to understand which are those factors that will contribute to an environment where abuse takes place. In turn, we need to appreciate that no single set of factors is an absolute guarantee that children are being abused, rather it is like building a house of cards; it may be possible to pile on quite a number before the house comes crashing down; the number will vary each time and there is no telling which will be the final and critical element which is added.

As I identify each of those factors, I would ask whether schools are or could be doing anything to affect them. Is it possible, through the curriculum, to prepare students for a particular set of circumstances? The growing emphasis on personal, social and moral education seems to suggest that it is.

In all abusing environments, a number of the following factors are present:

□ An assumption that children have no rights and are there to serve the needs of adults and to be subservient. Such an attitude is commonly linked with a similar set of views held about women; both women and children are held in low esteem within our society and this is reflected in their unequal treatment when compared with boys and men.

□ Of particular significance is an attitude towards sexuality. Women are often portrayed, even in the daily newspapers that we may read, as sex objects. Men (and others) are encouraged to believe that the gratification of their sexual needs is the single most important factor. Gratification through sexual activity with young children is a short step from this point.



□ Typical in an abusing environment is the total breakdown in relationships, certainly between the responsible adults. Establishing relationships is something that we seem to fall into (and out of) and we often have little understanding of what makes a sensible link. Partly this must come from self-knowledge. The staggering increase in the levels of marital breakdown should give us pause for thought; perhaps schools have a role to play here?

□ In many abusing environments, money is in short supply. This is not to say that all abusing families are living in poor, squalid conditions; the advent of easy credit and of credit cards has placed all families in danger. How well do we prepare all our students to cope in the jungle of personal finances?

□ Drug and alcohol abuse is common to many abusing environments. Again we must avoid the stereotype which assumes that drugs and alcohol mean heroin and methylated spirits; valium and two gin and tonics before breakfast will do just as well.

□ One of the greatest violences that can be inflicted on any human being is the violence of unemployment. (In certain circumstances read "redundancy" for unemployment.) Much of our education system is still preparing

students for full employment; part of our responsibility might be to more effectively prepare them for periods of enforced leisure.

□ A family suffering many, or all, of these circumstances might be able to survive, might be able to cope, if they had the support of family, friends and neighbours. Often this is not the case. Families are increasingly diffuse, communities are less and less viable as a supportive infrastructure, and isolation within a densely-populated neighbourhood is commonplace. The role of schools in creating and encouraging community support, activity and responsibility is well documented.

It would be wrong of me to try to be prescriptive about the detail of how these curricular initiatives might develop; some will merely extend the existing work of the school. Rather it must be for each school to determine how best they might reflect some of the issues that have been mentioned.

I am not suggesting that all of these potential inputs to the curriculum mean that teachers should do more. Instead, given an awareness of the significance of these curricular issues to the safety and well-being of generations of children, I suggest simply that teachers might be encouraged to offer a different emphasis to their work.

After all, what have I proposed? That we cover areas of work including equal opportunities, developing a balanced view of sexuality, discouraging violence, training in parenthood skills for all children, money management, abuse of drugs, alcohol and other substances, preparation for the world of work and leisure (sometimes enforced leisure).

At least as important as all of these is the question of community. Schools must look closely at the ways in which they function; in many cases, ways that are present actively discourage community involvement. Teachers, social workers, paediatricians, and psychologists cannot, as an isolated group, hope to affect levels of abuse; communities can. Communities where all members, including teachers and other professionals, accept responsibility for members of that community, particularly the most vulnerable, will be communities that care and where children, and others, are safe and where abuse would be unthinkable.

Peter Maher is principal of Harold Hill Community School, Havering, and secretary of the National Association for Pastoral Care in Education. He is editor of Child Abuse: the Educational Perspective, published this week by Blackwell.

Lessons in child care should be compulsory, says Margaret Rickelton

## Helping tomorrow's parents

In the light of the Government proposals for a national school curriculum, serious and long overdue consideration should be given to the inclusion of child development studies for all senior pupils: not as an option for non-academic girls, but a compulsory academic subject with weight and examination status, taught by specialist teachers and possibly studied to varying levels, according to pupils' abilities.

Knowledge about children's developmental needs has increased rapidly in recent years, but this knowledge is not, as yet, being disseminated to those who will need it most — the parents of tomorrow.

Dr Alan Gilmour, director of the National Society for the Prevention of Cruelty to Children, endorsed the point when he remarked on the very high rates of child abuse that: "Many parents need to be taught how to care for their children."

Sir Keith Joseph, as Social Services Secretary (1970-74), first coined the phrase "cycle of deprivation" and, while applauding "those who see the solution in terms of alleviating marital deprivation — poverty and poor housing," he insisted: "I am not shaken from my view that there is another dimension to the problem and that one of the ways of tackling it is likely to be by promoting wider understanding of the emotional needs of children and of the importance from the earliest years of the quality of the relationships between a child and those who are responsible for his care."

As a separate initiative Mrs Thatcher (then Education Secretary) and I held meetings with a wide range of voluntary, professional and other organizations to discuss ways in which people might be better prepared for parenthood and we received many valuable suggestions.

During this period, the Department of Health and Social Security asked Dr

Ma Kellmer Pringle, the director of the National Children's Bureau, to prepare an account of the "needs of children". The outcome was her book of the same name, in which she repeatedly emphasizes the need for education and "preparation for parenthood".

My own experience lies in general nursing, child psychiatry, health visiting and, more recently, investigating mother/child problems in the community, as a member of a large-scale action/research project based in Newcastle, the Newcastle Mother and Toddler Project, directed by Dr A.R. Nicol, now professor of child psychiatry, Leicester University. I am now a full-time housewife and mother of an active three-year-old boy, and in a position to reflect on 20 years of working with families from all walks of life.

My observations can be condensed into several relevant points:

1. There is a dearth of knowledge of children's developmental needs within the community as a whole, regardless of social class.

2. Emotional/behavioural problems in children are widespread, particularly in the vital pre-school period, and parents are not enjoying their children as they might.

3. Parents who are having problems with their children are usually misguided and unaware of their children's needs. Intervention at this point is difficult. Feelings of anger and inadequacy tend to predominate and many families react negatively to anything other than practical help. Therefore, simple advice and short-term treatment programmes by community health workers are largely ineffective and, in any case, are impracticable in view of the high proportion of families involved.

4. Longer term professional intervention (as available in child guidance clinics; child psychiatry dept etc) holds

no greater promise for the vast majority. Their work is time-consuming, expensive, dependent on high parental motivation and commitment and carries stigma for the average family.

5. Primary prevention is vital, and must begin with education. Just as we aim to prevent physical ill-health by education about smoking, diet, exercise etc, we must also try to prevent emotional ill-health by educating tomorrow's parents about their children's needs.

There can be few occupations in which untrained personnel are allowed to take responsibility and carry out their duties in such a haphazard "hope for the best" way, and yet, we are seemingly prepared to allow young people to embark on parenthood without any knowledge base whatsoever.

In the words of Dr Pringle: "Modern parenthood is too demanding and complex a task to be performed well merely because we have all been children ourselves."

She insists "a strong case could be made out for including three new areas of knowledge in the curriculum of all secondary schools: first, an understanding of human psychology; second, preparation for parenthood; and, third, education for leisure. An effective programme of preparation for parenthood would have to adopt a wide and comprehensive base. It should deal with the whole area of human relations and, in particular, with child development."

Floidy, the status of child rearing itself must be raised. Staying at home to look after the children must be regarded as the important, worthwhile and challenging occupation it is. Financial incentives for so doing should not be ruled out. First and foremost, however, the recognition that the in-depth study of child development is as essential to the nation as the "Three Rs" must be accepted and acted upon.

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
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### Extra passengers

One consequence of the Government's grand plan to introduce market forces into the school system could be the proliferation of education consultants, currently one of the growth industries in the United States.

California consultants Carter and Associates are typical of the new breed of troubleshooters. They're currently organizing "assertive discipline" sessions for school bus drivers, to help them cope with unruly students.

"Students' negative behaviour is most often caused by their own frustration, so drivers shouldn't take it personally," they are advised. They're also given tips on reading body language and tone of voice.

As a result of these sessions, one lady bus driver asserts: "I've learned how to maintain control without losing control." Another driver, with 14 years on the job, recommends pulling over to the side of the road until the mayhem stops.

It seems, listening to all this, that being an education consultant is a bit of a dodgy job for some of those education office staff who stand to lose their livelihoods once Mr Kenneth Baker's brave new Reform Bill gets on the statute books.

### Highbury manager

More news of Highbury Grove, the popular inner London boys' comprehensive where tradition counts, pupils wear black blazers, and the right-wing Tory MP Dr Rhodri Iwan Jones has been elected headmaster.

If you remember, Mr Lawrence Norcross, who succeeded Dr Royson as headmaster in 1974, and who is also on the radical right, caused a stir in May when he announced he was taking early retirement. He was, he said, fed up with political interference from the left-wing Inner London Education Authority.

It's now emerged that only 18 people have applied for the vacancy, despite the £20,000 salary which makes it one of the highest-paid jobs in teaching. The governing body has decided to re-advertise the post.

The poor response has not surprised Mr Norcross, who claims headships in the LEA have become "professional minefields" and a constant source of aggravation and stress. "The very sad," he said.

The chairman of the schools' governing body, Mr Adam Sedgwick, Labour appointment, does not think there's anything peculiar about Highbury Grove (neighbouring Holland Park, he points out, had to re-advertise more than once to fill its vacant headship) but he concedes that "to follow two conspicuously idiosyncratic heads may not be the easiest thing to do".

Highbury Grove, he asserts, "is much more a typical inner London boys' comprehensive school than both the previous heads would give you to understand and Mr Sedgwick hinted the governors may be looking for a change in headship style."

So would-be applicants, take note.

### The plot thickens

The GCSE, under attack from the radical right (who claim it is a plot to subvert academic standards, notably the A level), has now drawn fire from the non-radical left.

The latest issue of Education for Tomorrow, the organ of Communist sympathisers in the teaching profession, lambastes the new exam as "an unscrupulous attempt to impose in a shameless fashion ruling class ideology onto the education of the working class".

### Acronym

Sue Surkes examines new research into the impact of comprehensive reorganization

## Scots weigh the fruits of egalitarianism

Comprehensive reorganization has helped to improve examination performance, particularly among working-class youngsters, according to a major study published this week.

The study, carried out by Edinburgh University's Centre for Educational Sociology, focused on 40,000 Scottish pupils who left school in 1976, 1980 and 1984.

Those in the early cohort received their secondary education while comprehensive reorganization was taking place. Those in the last cohort only started secondary school once the changes were virtually complete.

The study shows that the proportion of middle-class children achieving at least one O grade — the equivalent of an O level — rose by 5.5 per cent to 88.5 per cent over the period, while the percentage of working-class youngsters doing so increased by 12.5 to 66.5 per cent.

Working-class girls improved more than their male counterparts, although both did better. The proportion of working-class girls obtaining at least one O grade leapt by 16 per cent to 64 per cent between 1976 and 1984. The comparable figure for working-class boys was 57 per cent, representing a rise of 9 per cent.

The percentage of both working and middle-class boys gaining at least one Scottish Certificate of Education Higher grade — the equivalent of an A level — rose by 13 per cent to 13.5 per cent over the period, while the comparable figure for working-class girls was 11 per cent, with a 13 per cent increase among middle-class girls.

Mr Andrew McPherson, co-director of the CES, and Professor J Douglas Wilkins, of the University of British Columbia, say the trend towards equality of attainment between the classes has not fully worked through to the upper levels of achievement and the interstages of secondary schooling. Speaking to *The TES* earlier this week, Mr McPherson further pointed out that the social class gap in attainment in the Higher grade widened between 1962 and 1976.

The two researchers conclude that the case against comprehensives can

"no longer rest on grounds of practicality or standards, but only on grounds of values and cost". And they warn that the "pessimistic" interpretation of comprehensive reorganization in England and Wales may be "premature".

They say the Scottish evidence shows that the lower the levels of selection, streaming and segregation, the lower the effect of social class on attainment tended to be. By contrast, the larger established comprehensive school, the higher attainment tended to be.

"We would be surprised if a comparable study to England and Wales did not show comparable relationships," they comment.

Mr McPherson told *The TES* that the Scottish results could be generalized, to an extent, to England and Wales, partly because previous research had shown similar patterns on both sides of the border.

Despite the general improvements, however, the investigation found that large social class differences in attainment remained. The gaps were widest in the cities and smallest in the New Towns.

Furthermore, the researchers warn that the full effects of parental choice, the Assisted Places Scheme and the prospective opening up of some maintained schools from I.C.A. control will only emerge in later cohorts.

"It may even be that a later historical period will show us the high point of egalitarian reform, both in Scotland and in England and Wales."

The study authors say it is unlikely that changes in exam standards or in patterns of examinations could, if they have occurred at all, account for variations in attainment.

There were two reasons why pessimism was premature, Mr McPherson said. There was no up-to-date research on the situation in England and Wales. And in England in particular, reorganization had still not gone as far as it had done in Scotland.

"What the Scottish research shows is that comprehensive reorganization, fully implemented, has delivered pre-



In Scotland comprehensive education is said to have achieved the results Mr Baker wants

cise the educational outcomes that Mr Baker is now seeking for England and Wales, mainly rising standards of attainment for children of all social backgrounds."

They also say that the links between declining job prospects, increases in voluntary school enrolments and a rise in conformist behaviour indicated, for example, by a drop in "serious" truancy, cannot account for the changes alone.

To explain the ways comprehensive reorganization might have contributed to better exam performance, and a narrowing of the attainment gap along class lines, they point to the following:

□ Reorganization gave all pupils a formal opportunity to take certificate courses by abolishing selection at age 12.

□ The abolition of selection at 12, the closure of many short-course schools and the redefinition of school catchments led to a more representative social mix across schools in many communities. The researchers contend that working-class pupils perform better where such a mix is found.

□ Schools "learned how to improve". The longer the schools had been comprehensive, the higher their levels of attainment tended to be.

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## PHOTO FEATURE

## Mulling over nautical pursuits



Taking a break: a pupil snoozes while a friend watches for fish

While the beaches of Britain drew their usual crowds of sunseekers this summer, 20 pupils from the Shirey flow comprehensive school in Sunderland headed out for a holiday of a more adventurous kind.

As part of a joint expedition with the borough's Herrington Burn YMCA, they spent an action-packed two weeks on and around the Scottish island of Mull.

The 14 to 19-year-old boys took turns on an ex-fishery protection vessel refurbished by YMCA members and ex-Shirey Row pupils. They toured some of the Western Isles, took part in elementary navigational and nautical training, and went fishing, catching mackerel and one dogfish.

Based in a remote Mull house owned by the YMCA, they also tried ridge walking, wildlife spotting and hay baling to help the island's crofters. Even the rain could not dampen their spirits.

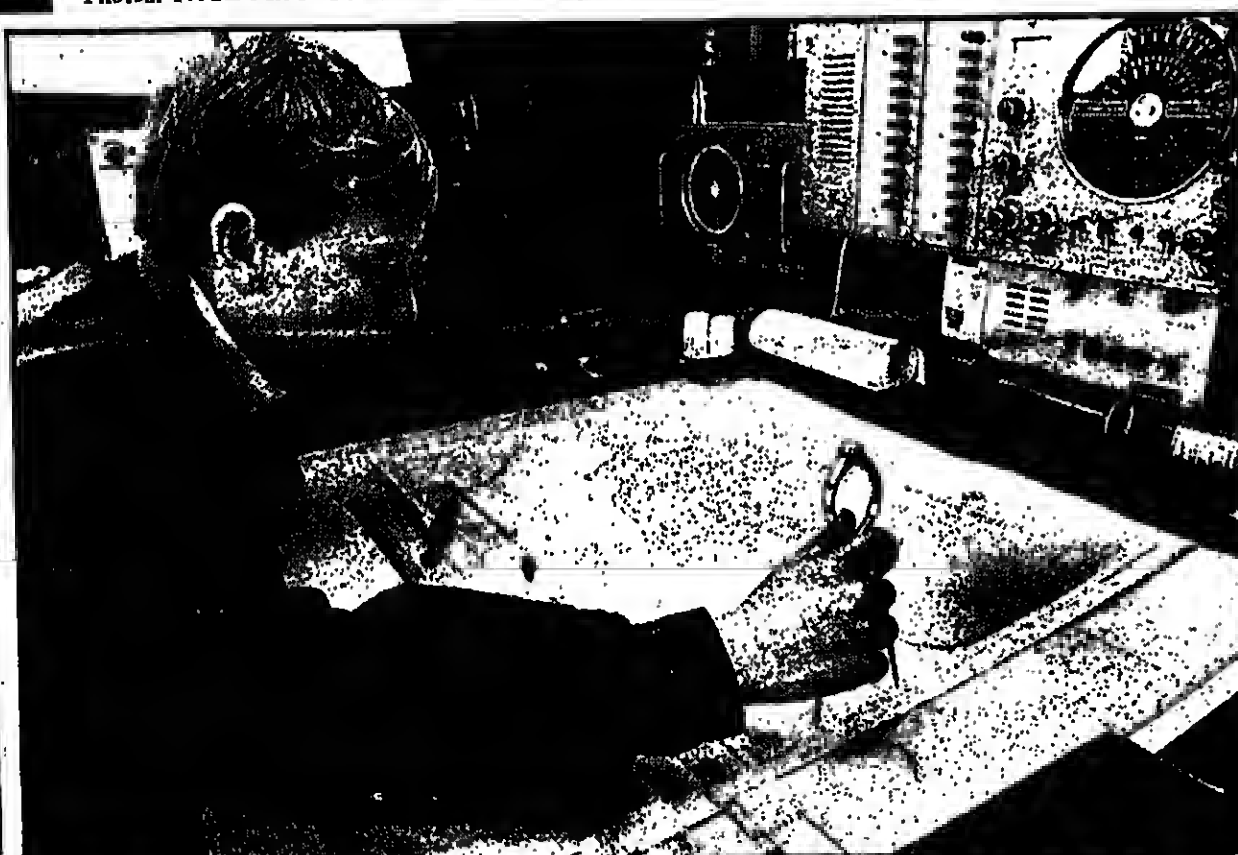
"I think they get the satisfaction of taking part in an activity that is completely new," said Mr Chris Jones, organizer at Herrington Burn YMCA. "There is a feeling of being independent, because quite often they have to take responsibility on the boat. I think they get a lot of excitement."

Further information about the YMCA's Mull-based residential programme is available from Mr Jones at the YMCA, Herrington Burn, Houghton-le-Spring, Tyne and Wear.

Photos: PAUL MATSSON



A boat's eye view of the Western Isles



Charting a route: an introduction to navigational and nautical skills was included in the two-week holiday



Journey's end: a Shirey Row line-up



Watchful eye: a pupil takes over the wheel

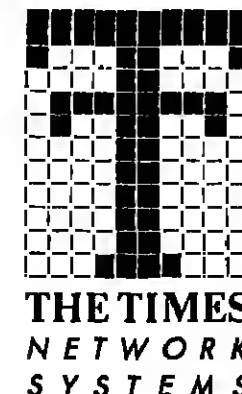


Land ahoy! the boys spotted seals, puffins and an eagle



Organisers of the Nottingham ECATT conference held on 4 July 1987. Left to right are: Angela Keane (TTNS), Linda Thomas and Steve Hodgkinson (ECATT Directors) and Keith Evans (HMI). ECATT are launching an information service on TTNS this month, which will keep schools and colleges informed of their project material. For details contact mailbox: TCD00175.

## ADVERTISEMENT



Organisers of the conference — Initial Teacher Education: Exploring an Industrial Dimension, at Cambridge in July. Left to right: Bob Blackledge (Industry Ministers), Dr John Williams and Graham Anthony (Engineering Council), Dr Will Scott (University of Bath), Sylvia Williams (Haverhill College) and John Ruffan (Cambridge University). The Engineering Council make good use of TTNS in promoting Industry-Education ties.

## TTNS LINKS INDUSTRY-EDUCATION

## MIDLAND BANK, TTNS AND YOUNG ENTERPRISE

Over the weekend of 18/19 July, Warwick University hosted the Young Enterprise National Company Conference for 1987 at which the Midland Bank Awards were presented to the top three Young Enterprise companies.

The Young Enterprise scheme is aimed at introducing 15-19 year olds to business life. In groups of 15-20, they set up and run their own companies, acquiring a knowledge of how business operates and the problems and challenges it entails.

Information about the Midland Bank involvement with the Young Enterprise scheme can be found on the Midland Bank TTNS database. This holds business related information which can be used either in a company environment or in the classroom.

This database can be accessed by typing MIDLAND at the TTNS system

prompt '>', or via option 6 on the Commercial and Industrial Information Providers database.

Other features of the Midland Bank database include New Resources for schools (many of which are free), the Midland Bank Economics database, Competitions and how to 'Mind your own Business'.

You can request resource packs, leaflets and videos for use in the classroom, or even visits from your local Midland Bank representative, all while you are online.

The Midland Bank is encouraging active support of TTNS and schemes like Young Enterprise to promote better links both in education and industry. If you would like to see how these links influence you, log onto TTNS and have a look.

## SCIP FORGING LINKS USING TTNS

The School Curriculum Industry Partnership is working hard to give an industrial dimension to the curriculum. It does so by encouraging LEAs to second a teacher to work with SCIP. At present eighty one SCIP co-ordinators have been appointed in sixty two LEAs. The SCIP co-ordinator encourages and facilitates dialogue and collaboration at school level between teachers, industrialists and trade unionists. Across England and Wales many exciting new initiatives are being developed by co-ordinators, teachers and their industrial communities.

One of SCIP Central Team's principal functions is to network together SCIP LEA co-ordinators which encourages the dissemination of practice and the professional development of co-ordinators. It does so by bringing co-ordinators together for three days once a term on a regional basis. This networking process is now developing further with the assistance of the Industry Education Unit of the Department of Trade and Industry. The Unit has generously provided SCIP co-ordinators with the hardware necessary to take advantage of the facilities offered by TTNS.

"The electronic mail service and the ability to facilitate the further development of a data bank of schools-industry practice, coupled to the excellent training and support systems, made a partnership with TTNS an obvious course of action for SCIP," according to Jack Peffer, National Co-ordinator of the School Curriculum Industry Partnership.

## IBM INFORMING YOU

Schools and Colleges now have access to a special IBM Information Service via TTNS. The materials sent out by the IBM Schools and Colleges Information Service will be found useful in current



MUSE now uses TTNS extensively to communicate with members and give colleagues up to date information about activities. Peter Cave (above), MUSE course director talking to a group of delegates at the annual Nottingham conference held in July.

Information, Computer and Business Studies courses. The broad range of topics covered should ensure that it is also of interest to teachers from a wide range of other disciplines such as Humanities and Sciences. The material can be used for project work with children, in the development of case studies, and for the improvement of general background knowledge among teachers and students.

Teachers may choose from a variety of materials including Project Packs, wallcharts, commercial application briefs and software manuals. Teachers and lecturers can request the information they require from mailbox no. YYY057, stating the name and address of the teaching establishment concerned. For further details see the IBM database on TTNS.

## MUSE UPDATE

A number of overseas users of electronic mail were present at MUSE this year, including the Times Network Swedish system manager, who is currently making plans to extend the use of TTNS in Sweden.

Broni Robinson of Cambridge University included a fascinating account of the role of electronic communications in children's language development and particularly, its importance in extending the audience for children's written work.

Brent now receives Email from pupils, seeking his comments on the draft of a piece of written work. Using TTNS, Brent can easily download the item into a word-processed file, work on it and then return it, thus greatly enhancing his role as expert and adviser.

## THIS MONTH ON TTNS . . . .

## TIMES NETWORK FRENCH PILOT LAUNCHED

From September TTNS will be running a pilot link between 12 British schools and 12 French schools. The project has the support of the FMVJ (Federation Mondiale des Villes Jeunes) and is therefore based upon linking schools that are in towns which are already twinned. FMVJ announced the pilot at an exhibition for town councillors, held during their 12th Congress, at Grenoble in July.

The French schools will be allocated TTNS mailboxes free of charge, for the purposes of the project. Pupils and staff will progress from exchanging personal and general information, to planning specific projects around which material can be exchanged, that can form the

basis of translation and discussion work in French language classes.

TTNS hope that the pilot will move on to involve other subject classes, undertaking joint project work which may encompass aspects of the local economy, geography, industry or any subject area deemed appropriate by staff. Participating schools will come from all over France and Britain, including Villeneuve d'Ascq, Alloues, Le Havre, Stirling, Slonford and Southampton.

## TTNS CLEARING DATABASES SWING INTO ACTION.

On 17th August prospective students who had not gained high enough grades in their examinations were able to use

the TTNS Clearing Databases to find out whether there were any alternative vacancies left in their subjects. Now the initial response to the service was quickly accessed the system, which contains information on University, Polytechnic and Teacher Training vacancies and is updated daily by UCAS, PCAS and CRCH.

Each entry on the database contains the course name and code and the abbreviation for the institution offering that course so students would be well advised to have the UCAS or PCAS handbook nearby when they are using the database. The service will be available for the duration of the clearing period, until the end of September. For further information about this service contact Sarah Payne, TCD031.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU ... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

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## NEWS

## IN BRIEF

## Moon rises

Mr Boh Moon, head of Peers comprehensive school, Littlemore, Oxford, for five years, is to be professor of education at the Open University from January. The school has excited international attention both for its development of modular courses and for its community education work. Mr Moon, a teacher for 21 years, was previously head of Bridgewater Hall in the pioneering Stantonbury campus in Milton Keynes, home of the Open University.

## CATE deadline

The Government body set up in 1985 to scrutinize teacher training courses has had its term of office extended to the end of 1989.

When the Council for the Accreditation of Teacher Education began work in January, 1985 it was envisaged that the survey would be completed within four years. Mr Kenneth Baker said this week that by the end of 1989 all courses which existed when the council started should have been scrutinized.

## Roman honour

Two 14-year-old English children will help to launch Sport Aid '88 at the World Athletics Championships in Rome on Sunday. With 10 other children from around the world they will run into the Olympic Stadium behind Omir Khalifa, the African athlete who started last year's "Race against Time". Melanie Pickersgill, of Willowgarth high school, Barnsley, and James Murphy, of Acton high school, west London, earned the honour by winning the 1,000-metre races at the Sport Aid staged at Crystal Palace last month.

# Naughty children excluded too long

by Sue Surkes

Naughty pupils may be missing out on at least nine months of schooling because local authorities are confusing the procedures for exclusion and referral for special education.

The Advisory Centre for Education says the use of exclusion as a route to assessment and statementing is not only a "persistent problem" but a breach of the spirit of the 1981 Education Act which stresses the importance of involving parents in assessment and of providing help before a problem becomes critical.

The role of educational psychologists is crucial, ACE maintains. Their automatic involvement in exclusion cases increases the likelihood of referral for special education and confirms to governors and heads that such a move can legitimately follow exclusion.

If a referral is made, the pupil sometimes stays out of school until the

procedure is complete, often for nine months or more, ACE says. Some parents feel under pressure to comply with the assessment and statementing procedure just to get their child back into school.

In 1986, ACE conducted a survey of 12 exclusion procedures and found that 32 authorities encouraged heads and governors to involve the educational psychologist. In some authorities, the psychologist's involvement in exclusion was automatic. In others, special education placements could arise from case conferences held to discuss exclusion.

ACE proposes that pupils should only be brought to the attention of psychologists via the procedures adopted by schools to identify special needs at an early stage.

The psychologists should only be involved in exclusion cases if the pupils are already known to them, it says.



For your eyes only: Peter the tortoise comes under close scrutiny from Angela Whitbread of the British Chelonla Group which offered free advice on tortoise care and nutrition at the People's Dispensary for Sick Animals in Chislewick last Saturday.

## Psychologist calls for more pupil choice

The Government should allow pupils to make more choices about the subjects they study rather than impose a national curriculum which would be "disastrous", Mr Christopher Brand, a psychologist at Edinburgh University, said this week.

Speaking at a seminar organized in London by the right-wing Social Affairs Unit, he said attention had to be paid to crucial individual differences in intelligence.

The current system provided too general an education which failed both to challenge brighter children and give

the less intelligent the skills for jobs, he added.

Mr Brand, a supporter of the voucher system, did not advocate a return to selection on the grounds of the upheaval it would cause and the time it would take. Instead, he suggested giving children more choice and allowing them to take classes with youngsters of different ages but the same intelligence.

The first step had to be to let the "fired egalitarians" who "wish to impose this dead uniformity and education plucked at a low intellectual level

see what happens when we allow a bit of choice to children".

The universities, which allowed choice, seemed to have been the happiest educational places in recent years, even though some students' choices appeared to be "very casual".

Mr Brand, who specializes in the study of intelligence, claimed the influence of social class on IQ had been overestimated.

He cited research carried out by, among others, Michel Schiff, a Paris-based nuclear physicist, which showed the IQ level of related children brought

up in different environments to be similar.

The researchers studied 20 pairs of children. One of each pair had been placed in a foster home with parents in the wealthiest 20 per cent of the population. The other remained with the real mother in relatively poor socio-economic circumstances.

After 12 years in these different environments, the average IQ of the fostered children stood at 106 while that of their half-brother or sister measured 97 to 98, Mr Brand said.

# Reforms demand 4,000 extra staff, says NAHT

An extra 3,000 modern languages teachers and 1,000 science and technology teachers will be needed in schools to meet the demands of the proposed national curriculum, says the National Association of Head Teachers.

In its response to the Education Bill, the association says it bases its estimates on the present take-up of modern languages—about 35 per cent in the fifth year and more than 80 per cent in the third year—and the new requirement for compulsory science and technology teaching.

The NAHT recognizes that a national curriculum could help teachers' performance in the classroom and raise standards, but says the proposed allocation of the timetable (90 per cent of it will be laid down centrally) will prove to be a strait-jacket.

Essential areas, such as careers, economic understanding, health and personal or social education, will be "squeezed out".

The association, which represents 28,000 heads and deputies, is against fixed age-related testing, while recognizing the need for diagnostic testing. Administration of the tests at 7, 11 and 14 will need "a huge amount of additional resources".

The NAHT expresses concern at the "draconian powers" being placed in the hands of the Education Secretary who will specify qualifications offered to pupils up to 16, regulate qualifications and courses for 16 to 19-year-olds, lay down foundation subjects, prescribe attainment targets, and set arrangements for assessment, including testing and exams.

A special working party of the NAHT's council spent two days last week preparing papers which it expects most of its members to support. Formal documents will be submitted to the Department of Education and Science later this month.

The heads support the general policy of devolving financial management, providing schools benefit from efficiency savings. And they say local authorities must not "move the goalposts" and reduce means of the budget.

The NAHT warns of difficulties in finding a formula for allocating money, highlighting the example of Cambridgeshire where at least 12 attempts have failed. Heads, senior colleagues, governors and non-teaching staff will all need training.

It says schools will opt out of local authority control in "the leafy lanes and middle-class areas" where they are threatened by reorganization, closure or the loss of sixth forms, rather than in areas like Haringey, Ealing, Brent and the Inner London Education Authority.

"We cannot see how opting out will improve standards in those many schools which remain in the L.E.O. system, nor can it be argued that a relatively small number of new independent schools will provide a wider choice for the overwhelming majority of parents."

The heads attack the "mind-boggling" concept that a simple majority of parents can vote for opting out. They say the required majority should at least equal the number of parents of half the pupils on roll.



Pronounced need: as many as 3,000 modern languages teachers may be required.

## James Meikle reports on the initial responses of the largest headteachers' union to the Baker package

They say the simple majority vote "makes a mockery of the Government's expressed wish to give governors greater power and greater status. It puts excessive power into the hands of parents whose interest in a school is inevitably transient... thereby hindering future parents whose children have not yet reached school age."

Pay and conditions should remain at least as good as at present and L.E.O.s should be compensated for the transfer of premises to governors if an opting-out school.

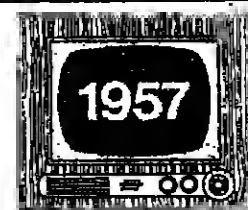
The NAHT says the transfer and one proposal to increase admission limits to 1979 levels will make it difficult for L.E.O.s to make any plans. It also warns of "non-viable" schools having to be kept open for social or geographical reasons; or because oversubscribed "popular" schools turn pupils away. These will need extra teaching and non-teaching staff to meet the demands of the national curriculum.



Into the blue: Cardiff biology teacher Chris Howes, a finalist in the World Wildlife Photographer of the Year competition, is in the Bahamas as official photographer for an international team of divers who are exploring the "blue holes"—tear-shaped underwater caves—off Andros Island.

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The TUC conference opens in Blackpool next week. James Meikle talks to its president, Fred Jarvis

## Cheers from the old campaigner

Fred Jarvis and his TUC colleagues seem determined to look on the bright side as they prepare for a week by the sea in Blackpool.

Membership may be falling, hightlighting may be in order, and job cuts in the bureaucracy may be on the way, but better times could be just around the corner. If you see the world through the glasses of Mr Jarvis, who rounds off a year in the chair of the TUC general council by being president at the annual congress.

He concedes that the unions need to reconsider their effectiveness after yet another 12 months of political marginalization, and another election victory for the party intent on carrying the process still further.

"That doesn't mean any questioning of basic purpose," said Fred Jarvis. "It is still collective strength on behalf of working people. They are better served by organization than by leaving every individual for himself or herself."

The National Union of Teachers, which he has served for more than 30 years, the last dozen as general secretary, is having to reorganize itself. About 40 of its administrative jobs are likely to go over the next three years, although compulsory redundancies are not on the cards. The union has lost its absolute dominance in the profession as members consider the attractions of other organizations.

Fred Jarvis is angered by suggestions of crisis, however. Stated budgeting and adoption of priorities have always been necessary even in times of expansion. Now such practice can help the TUC in general, and his own union, meet the challenge of the future.

He is sensitive to criticism from within the union movement that such policies reek of Thatcherism. "Our position is not to be compared to Thatcher. Thatcher is giving taxpayers reductions instead of improving services. Unlike taxes, people do not have to pay a union sub and we are in a competitive situation. We cannot ignore that. The more effective one campaign is, the less likely another at the same time is likely to be. It is common sense that there are limits to the number of things you can be called upon to resource."

NUT leaders believe the worst may be over in terms of declining mem-

bership, with continuing resentment at the suspension of negotiating rights, distrust of Government education policies, and, among secondary school teachers, anger at what they see as the burdens of GCSE work, providing grounds for NUT recruitment.

NUT regional offices will not be cut at all, says Fred Jarvis. Indeed they will have special volunteer firefighters from retired officials and teachers to help sort out the individual casework that is likely to result from the new imposed conditions of service.

He shares the traditional union antipathy to large sections of the press and broadcasting services. "The amount of serious information they give is pathetic." He is clearly enthusiastic about the recruitment package, including video and advertising, to be launched at Congress - such enthusiasm dates back to his years as head of NUT press and public relations.

Speakers at Blackpool will call for more measures to encourage the benefits of trade union membership among young people in schools and colleges and on training schemes - calls that will no doubt provoke allegations of political bias from some politicians.

Fred Jarvis, however, points to perfectly respectable, long-standing schools-industry projects where the

trade union side is presented in a way that is not just "selling soap".

"If the Government is saying it wants young people to know about the world of work, and not just to tell them how marvellous capitalism is, then they need to know about the scope and role of trade unions, just as they need to know about management."

He argues that the professional integrity of teachers, trade unionists though they be, is a safeguard against indoctrination. He is also annoyed by suggestions that teachers are anti-industry. Proper materials, and not just good guest speakers or video films, are necessary. "In many schools there is not even a phone to use or a filing cabinet."

Like other teachers' leaders, Fred Jarvis is surprised that the Government's suspension of negotiating rights for the grassroots of the Labour movement into real protest, although other TUC leaders have joined in complaints.

"It is not lack of sympathy. Maybe we haven't asked for enough support. But we are in the front line and have been hit by a strategy which is highly damaging to all public services. To deny a major profession the right to negotiate with employers and Govern-



Fred Jarvis: a stimulating year

ment is outrageous, indefensible and will not last long. We are not saying we want to run the service or the country."

The appointment of Mr Ken Graham, former TUC deputy general secretary, to the Government's interim advisory committee on pay and conditions, was a concession by Mr Kenneth Baker, the Education Secretary. "It is valuable he should be there and one or two of the other members are reasonably sensible, although the under-representation of the profession is pretty marked. (There are two retired heads among the eight members.) It is not what we are entitled to, so let's hope it's pretty short-lived. With goodwill, Baker could have restored our rights by next April."

The Fire Brigades Union is among those unions that have seen the teachers' experience as a possible forerunner for public sector workers in general, and there is likely to be strong opposition to Congress to the prospect of regional or area pay awards to teachers or other local authority or Government employees.

Fred Jarvis, while recognizing the value of some arbitration procedures as a safety valve, also resents what he sees as Government attempts effectively to remove the right to strike at all. Time-consuming machinery would also not solve, for instance, matters of principle, such as those of Pounds Wick, where teachers strike against attempts by Manchester authority to force a school to take back suspended pupils, or over health and safety issues, he argues.

The NUT and the other TUC-

affiliated teachers' union south of the border, the National Association of Schoolmasters/Union of Women Teachers, can also expect strong support next week for their condemnation of city technology colleges.

Even for an old TUC campaigner like Fred Jarvis, there were new challenges beyond the continuing battle to get organized labour's case through to the Government. One of his key jobs over the last year has been to head the organization's 19-member nuclear energy review body, which went to examine the effects of the Chernobyl disaster in the Soviet Union, visited Sweden, toured three nuclear sites in this country, and met for study weekends, before producing a later report for this year's Congress.

The review body wants a moratorium on new nuclear installations and an acceleration of building coal-fired power stations while a number of issues, including the risks to health and public safety, are further examined.

Fred Jarvis thinks its work will be an important contribution to further consideration of the whole nuclear energy issue, inside and outside trade unions.

The Soviets seem committed to nuclear energy as part of their economic development. "I was there in the Cold War as president of the National Union of Students and you have to acknowledge real change has taken place. Intellectual as well as material."

The study will continue, with Soviet trade unionists visiting this country in November, and Fred Jarvis, who visits the United States next month, hopes to probe American unions' experiences as well.

Only one thing seems to have depressed the 62-year-old teachers' leader as he tackled his TUC address. He doesn't like having to write down a set speech. He prefers extemporizing, although some commentators might think this makes him go on even longer.

He is a man who finds it impossible to spend his entire life spitting venom, abusing the Government or Mr Baker, as cynical, monstrous, outrageous. He loves Chinese food, motorcycles, photography. West Ham United, heaven help us, his work. "In some respects it has been a heavy year but I've been a very enjoyable and stimulating one."

## ILEA staff rebel over temporary contracts

by Francis Beckett

The Inner London Education Authority is facing a revolt by 8,000 support staff over its new recruitment policy. They are unhappy because vacancies are being filled by staff on short-term contracts or consultants.

The Greater London Staff Association (GLSA), which represents more than 70 per cent of the ILEA's support staff, has reintroduced by advising its members not to cover some vacancies. Since July 1 staff have been refusing to cover vacancies unless they are advertised within four weeks, and someone is offered the job within two months of the closing date for applications. They have also said they will not co-operate with agency and consultancy staff, or do work associated with a post that has been deleted from the establishment.

The staff association has warned that the policy... will be intensified if any line manager or supervisor implies, threatens or attempts disciplinary action against any GLSA member who is following the... instructions. And the ILEA will take the threat seriously. Since the abolition of the Greater London Council in April last year, the association's ILEA members have taken limited industrial action twice, and both times the authority has been forced to back down.

The GLSA complains that temporary staff are being hired on the lowest grade - and when their contracts expire, they are given further temporary contracts. Junior staff are being asked to take on duties of senior colleagues and given no extra pay. And agency staff are being used extensively, especially in divisional offices where, in some cases, more than 50 per cent of the staff are temporary.

At a more senior level, there are often long delays in appointing staff, and although the Labour authority has vigorously opposed privatization, consultants are being used to do work that has traditionally been done by ILEA staff.

The post of assistant divisional education officer in the Islington division was vacant for 13 months before it was filled in May. It took so long to appoint the holder of the authority's new newspaper, ILEA News, that the first issues had to be produced without him.

The Building and Property Services Department is short of quantity surveyors, architects, engineers and technicians and is having to rely on consultants. Consultants have also been brought in to produce publicity material for the Events Department, bypassing the ILEA's publicity and design staff.

The ILEA has had its budget ruthlessly squeezed, and this year's budget meetings had to cope with an estimated £125 million shortfall. One option proposed was that only one in three support staff who left should be replaced. It was rejected, but, says GLSA, something of the sort is happening anyway.

Some vacancies are hard to fill because the right people can earn more elsewhere. This is especially true of accountants in divisional offices near the City of London, such as Islington, Camden and Westminster, and in the Building and Property Services Department.

The ILEA equal opportunities policy also plays a part. All posts must be advertised both internally and externally, and advertisements must be placed in a range of ethnic minority publications. This makes advertising complicated and expensive, and is one of the reasons why the staff advertising budget was £250,000 overspent last year and has had to be increased to £2 million for next year.

The GLSA did not decide lightly on its "no cover" policy, says Mr Arthur Capelin, general secretary.

"We have had this problem for several years but recently we have been swamped with complaints. Our members are now saying that they



Delia Wood: surprised at the timing of the GLSA action

cannot carry this burden any longer." Mrs Deirdre Wood, the ILEA staff committee chair, is surprised at the timing of the GLSA action. "The situation has greatly improved in the

last six months. My latest information is that the vacancy rate for main grade support staff is running at 2 1/2 per cent and we are continually trying to improve on this."

## New YTS competes for sixth-formers

by Jeremy Sutcliffe

Fewer 16-year-olds are staying on at school because of the new two-year Youth Training Scheme, official statistics have revealed.

Participation in full-time education after the fifth year, which reached a peak of 51 per cent in 1982/83, has fallen back to 46 per cent in each of the past two years. This coincides with the introduction of the extended YTS, according to the latest statistical bulletin published by the Department of Education and Science.

The decrease has been largely in further education and among non-A level students. Part-time participation, which includes YTS trainees, rose from 9 per cent in 1982/83 to 16 per cent in 1985/86, the latest date for which figures are available.

All but 14 of England's 96 education authorities showed a decline in full-time participation and all but four a rise in part-time participation.

But levels of participation varied considerably, ranging from 31 per cent

in Gateshead and 32 per cent in the London borough of Barking, to 68 and 71 per cent in the London boroughs of Barnet and Haringey.

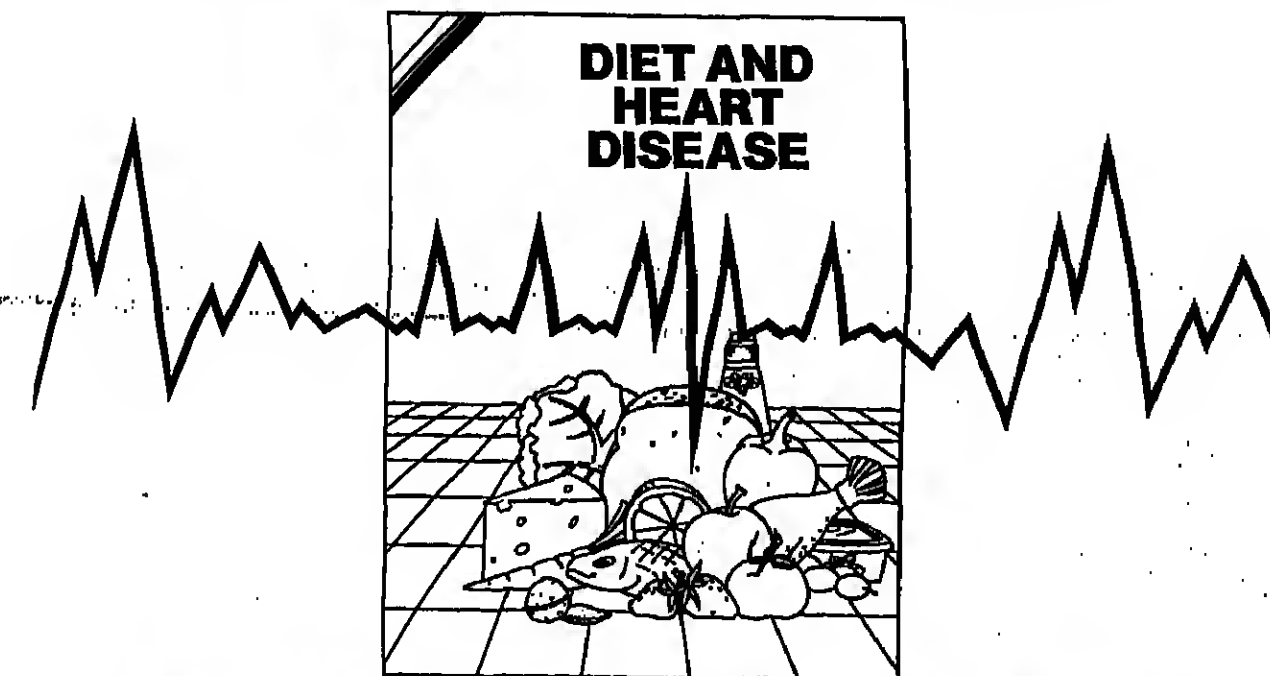
Part-time rates also varied markedly, from 6 per cent in Barnet to 38 per cent in St. Helens.

The DES says the differences partly reflect variations in social and economic conditions, employment patterns and opportunities for day release courses.

There are also marked regional differences, with Greater London and the affluent south-east joint top of the full-time participation league (both 51 per cent), followed by the south-west (48 per cent), West Midlands (44 per cent), north-west, East Midlands and East Anglia (43 per cent), Yorkshire and Humberside (42 per cent) and the north (40 per cent).

Statistical Bulletin 687, DES, Elizabeth House, York Road, London SE1 7PH.

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## Fewer pupils take meals as costs rise, survey shows

by Susan Greenberg

The Labour Party's latest survey of the cost of school meals shows a general increase from this autumn, with higher-than-average price rises in non-Labour-controlled authorities.

Mr Frank Dobson, Labour MP for Holborn and St Pancras and campaign co-ordinator of the party, said the average price of school meals had gone up from 25p in 1979 to 64p this autumn, and that the proportion of children taking school meals had dropped from 66 to 52 per cent.

He also claimed that more than half a million children would effectively lose their right to free meals from next April, when families currently claiming Family Income Supplement and Housing Benefit will receive an extra 44p per day instead of a free meal. "My survey shows that 44p will buy a meal in only one authority in Britain," said Mr Dobson.



Hard to swallow: the price rises

According to the survey the average price of school meals will be 55p in Labour, 67p in Tory, and 69p in Liberal areas. Five authorities, all Labour-controlled, will charge less than 50p for a primary school meal: the Inner London Education Authority (40p), Derbyshire, Haringey, Manchester and Sandwell (45p).

## Jobs charity makes redundancies

Youthaid, the national youth employment charity, is making three out of its five employees redundant and is launching an urgent appeal for funds, because of a severe cash crisis. The organization needs to raise a substantial but undisclosed sum in the next few weeks to survive.

The management council is also making a bid for longer-term finance from voluntary bodies such as govern-

ment departments and quangos, to return for work on specialist research projects.

The cash crisis has arisen because the usual applications to trusts and industry have not resulted in enough financial pledges to guarantee its future.

Youthaid, which usually plays the role of gadfly to the Government, feels it would still offer an attractive service to government departments because its

research and record for securing jobs won wide respect.

The kind of research subjects being considered by the management council include assessment of Youth Training Schemes for local authorities and industries, and the lack of consistency in the proportion of recognized qualifications being awarded to YTS trainees, subject that has troubled the Manpower Services Commission.



## SCHOOL TO WORK



Filtering down: turning alcohol into vinegar



Seeking a solution: Solihull sixth-formers are ready to test their product

Ian Nash reports on a scheme to 'infiltrate and subvert' the A level curriculum – the Solihull TVEI

## Taking the initiative to the most able students

The man from Manor Vinegar was so impressed with the efforts of Solihull Sixth Form College students that he is considering using their work to improve the design of his factory plant.

For the A level students, it was a race against time. After a guided tour of the vinegar brewery, they were divided into groups and given 10 hours to come up with their own fermentation units in a boffins' laboratory at the college science department.

They agreed that biotechnology research was the last type of work they would have expected to be offered as undergraduates, let alone while they were still at school or college.

Similar sentiments were expressed by other students who – as directors of a small wholesale business – wrestled control of the school mid-company in what has become known as "the computer room coup".

"They are among 26 volunteer guinea pigs in a scheme that is as exacting as it is precarious for students whose uppermost thoughts are on grades for university, college or a good job – the Technical and Vocational Education Initiative.

Mrs Mary Schofield, TVEI co-ordinator for the borough, said there was much talk of it being "for all" and there had been good work with a wide range of abilities in the 14 to 16 age group. "But we must look at what the initiative has to offer the most able."

Without it, she doubted that the scheme would retain its credibility. "It is vital that we look at the whole programme as one available to all 14 to 16-year-olds and we can only do that if we have institutions for students over 16 involved."

She insists that the case for the TVEI in the fourth and fifth years is more than proven. "We have raised staying-on rates particularly in the north of the borough where the TVEI was first introduced," she said.

Last year, rates throughout the borough improved by 10 per cent, but within the TVEI, which was entering its third year, the figure was a dramatic 30 per cent.

Solihull came in on the second round of the scheme in 1984 and it was offered at the sixth-form college for

the first time last September. All college students must do four hours non-CSE work and volunteers were sought to replace that with TVEI courses in manufacturing technology and business studies.

Of the 26 on the course, only one had previous TVEI experience. Mr David Jackson, college principal, said: "I warned them that it would be no easy option – quite the opposite."

It involves modular studies in computing, electronics, production planning and design, sales and marketing, quality control, research and development, finance and biotechnology. They were all expected to run their own company under the Young Enterprise scheme.

Mr Jackson stressed that "they are not treated as a special group, nor are they isolated from the other A level students". Other compulsory features include work experience, residential courses, records of achievement and counselling.

**'I warned them that TVEI would be no easy option'**

Much of what is on offer – particularly the Young Enterprise scheme and biotechnology – is available to non-TVEI students and this raises the question: Why bother with the initiative? To infiltrate and subvert the A level curriculum.

Mrs Schofield sees it as "a method of boosting curriculum development in a particular direction". It was too early to tell how it would change the sixth-form curriculum but benefits beyond the academic have become immediately apparent.

Mrs Jenny Robinson, a tutor for the Young Enterprise students, has been monitoring progress, and has noticed the general growth in co-operation and team work. "Their communication skills have improved and they see each other as an additional learning resource."

Most significantly, "I have noticed a definite difference between the enterprise students on the TVEI scheme and those studying the ordinary A level courses – TVEI students show something extra."

Not only is the initiative more structured but also students are expected to take more responsibility for their own learning. The students themselves say it has three marked effects: by clarifying their career objectives, broadening their interests and helping them understand the "relevance" of their A level studies.

Jason Hill, financial assistant to a mini-company which had sold 77 shares at 25p each, only to see them plunge to 18p, was bemoaning the fact that "we had made a loss" when

Debbie McClelland leapt in and offered a more sophisticated alternative: "No, we will have negative profit".

Some of the directors have already decided on the strength of the TVEI that they want to go into business. Mark Norman always wanted to go into design for a big company, but now "I would prefer to set up my own", he said.

All students opted for the Young Enterprise examination and passed, including two with credits and one with a distinction, this year. Lisa Tresigne, with the distinction, has the offer of a job with Smith and Nephew and the possibility of university sponsorship.

The "computer room coup" occurred in the profit-making retail company, Newco, when seven boys staged a board-room revolt against the girl managing director because they disagreed with her leadership approach. It raised considerably more debate than the issue of management styles.

There is considerable industrial involvement in the design of many courses, practical assistance and assessment and the offer of work shadowing and industrial secondments for staff and students. Links with education have been built up since about 1982 and have been boosted considerably by the TVEI.

Companies taking part include Avery's, Land Rover, Lucas, British Gas, GEC, Austin Rover, Texas Instruments and Courtaulds. In the initial weeks, an adviser from Land Rover was almost permanently on hand for help and advice.

The most significant impact of industry, however, has been to accelerate the pace of change within the college. As Mr Henry Syska, the science lecturer, noted: "Things must happen in days rather than months."

One result has been to push studies to the frontiers, such as in the biotechnology research which is testing new possible developments for A level students with the merging of biology and chemistry. A spin-off has been to encourage inter-departmental co-operation.

"It is a luxury for the lecturers, not just the students, to be involved in biotechnology teaching. It is one of the important technical areas of the future," he said.

At this time of a contracting education profession and low staff mobility, the lecturers have welcomed the stimulus of change. They have also welcomed the chance of management training, not through the i.e.a. but by invitation from groups such as the TSB.

No one at Solihull Sixth Form College pretends that the TVEI will revolutionize the A level curriculum overnight, if at all. But they all say that if A levels are to change, then the TVEI must clearly be allowed to play

Cyril Mapley, self-ordained 'superteacher' is calling it a day. Bert Lodge on the idol of the radical right

## Record breaker's career draws to a close

The man who taught his way into the *Guinness Book of Records* has quit the profession a year early. Now that 64-year-old Cyril Mapley can no longer enter scores of pupils for their A level in technical drawing at the age of 16 and watch a staggeringly high percentage of them come out successful, the job is no longer for him, he reckons.

"It's the new regulations which have come in with the GCSE. The graphic communications course – that's what they call it now – is a statutory two years." That was said a little wistfully. Then, conscious that *noblesse oblige* he added: "I can see the need for change and the merits of the new exam but I can't function efficiently at quarter speed so I thought it was time to go."

On the last day of the summer term, Cyril walked down the drive of Tunbridge Wells grammar school for boys for the last time.

It was in 1981 that legend was born though for the previous 10 years he had been putting fifth-formers in for A levels. But in 1981 he entered 53 pupils and 49 passed (he also got 40 out of 46 15-year-olds through O levels). The semichallenge of publicity swung round on Cyril. Television interviews, newspaper hype... the personality behind the percentages began to emerge.

At least he offered no magic nostrums: first, his enthusiasm for the subject so that working at it was made enjoyable (indeed, nothing so dreary as homework was set; only "leisure pleasure"). Any laggards along Cyril's briskly-trodden road were always welcome at lunchtime "singles".

Add to work, his old-fashioned disciplinarian approach. "Look at my walls. There's no 'Chelsea rules OK' here. They know Cyril rules." And the impression that he was ready anytime to convert his two-foot rule into a wand of correction usually saved his having to. Moreover the "leisure-pleasure" was always set a week in advance so no excuse for not handing it in was accepted. And he insisted on a parent's signature on it.

Yet this picture of the ruthless pro dedicated exclusively to exam results is chronically misleading. There must be many a citizen of Kent who knows Cyril Mapley only as the cheerfully dinner-jacketed lead-half of what is now down to a two-piece band; to

**'Look at my walls. There's no 'Chelsea rules OK' here. They know Cyril rules'**

others he is that persuasively successful vendor of sewing-machines. And when all this left him too much leisure on top of full-time teaching he ran a building concern.

So this one-time dockyard apprentice had reason to feel pleased with himself. Now, add an extrovert personality plus the practical man's traditional contempt for what he calls the "church-university" orientated content of education and the scene is set for some abrasive encounters.

For a start not only did he call in 1981 for a national title of "super-teacher" to be created (with the sash implicitly draped over his own shoulders, of course) but he was also noisily contemptuous of that silent army of honest plodders in other areas of the profession who will never ring the high bells he has rung.

"Sack 'em!" he declared, supplying the delighted tabloids with the sort of stuff they usually have to invent. How many, Cyril? "At least 100,000 of 'em." Gleeful sub-editors moved him straight to the top of the page. (Later he claimed the figure of 50 many did teachers was no more than was estimated by HM Inspectors in a report a few months later).

Inevitably as the '80s advanced he was eagerly embraced by the educational "right" under the "consent for standards" banner of Sir Keith Joseph. Soon he was addressing the National Council for Educational

Standards and not much later he was on it.

He did not equivocate. None of the semiotic hesitations of the academic such as "I would have thought" or "Some might say" for Cyril. In a document he produced entitled "Educational Reform (My Suggestions)", he wrote: "Stop pushing the soft options like history, geography, Eng. lit, RE, sociology and the like. Drop the BA at universities – let those who want study for it at home."

"No modern languages in the taught before the sixth form. Children, regardless of ability or enthusiasm, are being forced to learn these subjects – taught mainly by poor teachers – and the results show it."

"All exam candidates should pay their own fees except where there is financial hardship. The fee would be rapid for a successful result."

Abolish RE. It belongs to Sunday.

let the churches deal with it.

"Parents should pay an on-the-spot fine of £5 for their children's truancy. And all damage to school property, including labour costs, should be charged to parents."

"Teachers should have the same legal right as parents to punish the children in their charge."

For all his certainty that he would qualify for one, Cyril shared the majority of teachers' mistrust of premium payments for "good" teachers (typically he wrote to Kenneth Baker to tell him so). "It will be open to abuse. Payments will probably go to golfing friends of the head. Only pupils can judge the performance of a good teacher."

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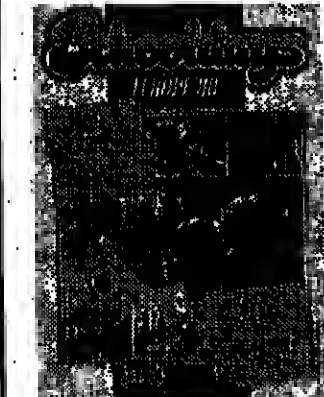
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## NEWS FOCUS

## EDUCATION MATTERS

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## NEWS FOCUS

## Divisive integration

## NORTHERN IRELAND

## Carmel McQuaid on how education in Ulster is becoming a Catholic system

The state education sector in Northern Ireland – sometimes called "controlled" or "Protestant" – is shrinking. Since 1981 it has been yielding pride of place to the voluntary Catholic sector which now forms the main educational bulwark. More than 163,500 children enrolled in the voluntary sector last year, compared with 153,898 in the state sector. In short, education in Northern Ireland has become a majority Catholic school system.

The dichotomy in England between the independent and state sector simply does not exist. The 12 independent schools in the Province are a lot rather than a drop in the ocean, accounting for 801 pupils. They must meet all their own expenses. Maintained or voluntary schools, on the other hand, are grant aided – almost to the hilt. The Department of Education pays teachers' salaries and meets all running costs. The schools' only outlay in return for their voluntary status is to pay 15 per cent of their own capital and equipment costs.

The new pattern has been created by a fall in Ulster's birthrate, a drop which hit the Protestant sector first – and fastest. While the worst is over for the primary sector, more and more empty desks are forecast for secondary schools. Almost 100 schools in the state sector have been closed or faced cuts in the past year, with a loss of 10,500 places.

It will also bear the brunt of the further 4,500 places to be removed from the system over the next three years.

Other factors threaten to whittle away the sector further, even when the population stabilizes.

The first concerns the integrated schools. In 1981 Lagan College, Ulster's first integrated school, opened with 23 mixed denomination pupils. In the euphoric welcome from the world press, nobody saw any connection between it and the already-circulating Government document, *Demographic Trends*, which warned about the dearth of potential pupils. Nobody foresaw either that Lagan would quickly become the most popular school in its area, or that its pattern would be replicated throughout the Province.

Three more integrated schools opened in 1985; all of them recruiting from Protestant families. The inherent threat to the state sector only became apparent with the opening of Portrush school, Co Antrim, this year. Portrush is in the north-eastern board area which, after Belfast, has been hit hardest by falling rolls. The 77,385 pupils in 1984 fell to 76,308 in 1985, and to 74,751 this year. Board members, after months of protest about the Anglo-Irish Accord, saw the trend as a further erosion of their traditional cultural hegemony. Catch cries of "Keep Portrush Protestant" greeted initial efforts to establish an integrated school which would reduce numbers from existing schools. (U) pupils can make the difference between viability and closure in rural areas.

Northern Ireland School Rolls	
Voluntary (Catholic)	163,522
Controlled (Protestant)	153,898
Integrated	1,336
Christian (Free Presbyterian)	284
Independent	801

But the sector also has to contend with another, equally debilitating, innovation – the Christian schools. Run by the Free Presbyterian Church, under the Rev Dr Ian Paisley, these schools are committed to manners, discipline and giving God and the Bible a place in mathematics and geography – as well as in RE.

The first, at Kilskeary, Co Tyrone, opened in 1979 with 13 pupils. Today it

has 60, at both primary and secondary level. Another, opened in Newtownabbey, Co Antrim, in 1981 with 12 pupils, now has more than 30. A third got off the ground at Ballymena, Co Antrim, with nine pupils. It now has 22. Three others have opened in the past two years and another is planned for Portadown, Co Armagh, next September with 30 on roll.

But the teachers' unions identify the integrated schools as the main threat to jobs in the state sector. Their solution is for the education boards to declare state schools integrated.

The same idea is pushed by the Belfast Trust for Integrated Education (BELTIE), but along different lines. BELTIE plans to focus its drive for overall integration on those few state schools which already have a sprinkling of Catholic pupils – the group wants to involve parents, boards, trustees and teachers in changing over to conditions that make for integration. This will entail recruiting at least one Catholic teacher, who BELTIE proposes to fund from its Nurfield Foundation grant. It would also mean developing curriculum units which characterize integrated schools, and removing the Union Jack from school buildings.

The moves may appear innocuous to outsiders, but such measures in Northern Ireland threaten the *de facto* Protestant character of the schools which were originally transferred to the state on condition that clergy be allowed a majority representation on the boards of governors. The boards have shown little enthusiasm for integration. In 1984, the Belfast board sold Thirone school, after rejecting integration as an option. It later reopened and has proved highly viable as the integrated Hazelwood primary school.

Yet old values, old rights may have to be surrendered in the fight for survival. Mr Tony Spencer, a BELTIE spokesman, says: "It could turn be a question of joining or being hater by them. The threat posed by integration is not going to go away."

## Raising the dread in the younger and weaker

## BY HAV FOUR

## Bullying is a problem as old as schooling, but there has been little research. Susan Greenberg reports

Little research has been done into bullying, but anecdotal evidence reveals a huge and hidden problem. A recent survey by *Monitor* magazine showed that more than a quarter of primary school pupils had to deal with attacks from other pupils, and 38 out of 50 parents interviewed thought that bullying was the worst problem their children were likely to face at school.

In last week's MORI survey on state education, commissioned by the *Reader's Digest*, almost one in four parents said their children had been physically attacked or seriously intimidated.

The problem is by no means limited to state sector schools. The case of Barnaby Stoppard, the son of Tom and Miriam Stoppard, was widely reported in June, when two pupils from the private Milestone school in South Kensington, London were brought to court for attacking and intimidating him. The prosecution lawyer claimed the two had been "scaring the living daylights" out of pupils.

The most comprehensive research into school bullying originates in Norway, but educationists in other European countries, including Britain, are now taking an interest in the problem.

The Council of Europe helped to sponsor a conference last month in Stavanger, Norway, called by Erling Rowlands and his team at Stavanger College of Education, who launched and monitored a national campaign against school bullying in 1983.

The council's involvement is part of its much bigger project on human rights in schools, a subject now being incorporated into the school curriculum after an agreement signed by all European education ministers in 1985.

The Norwegian research suggests that children likely to be bullies or the victims of bullies can be identified from the age of five. It also confirms that adults usually only see a fraction of the problem. Frightened children keep quiet to avoid further intimidation. They also believe parents can do little to help.

Strategies for dealing with bullying centre on building a strong pupil-teacher relationship so that children trust adults to deal with a problem. The aim is to create a "telling school" with a climate in which the whole class feels responsible for helping anyone who is being picked on, and where there are firm, clear rules for dealing with the problem. The bully should be allowed to excel in ways other than bullying, and there should be improved contact with parents.

What little British research there is points to similar conclusions, but differs in some respects. While the work in Norway showed little difference in the incidence of bullying between socio-economic groups and between large and small schools, in Britain the size of school and level of unemployment in the area were significant.

Pete Stephenson and Dave Smith, two educational psychologists who have completed research into bullying in Cleveland primary schools, soon to be published, found 6 per cent of children involved in bullying. The problem was worse in larger schools and in poorer areas, they found, and bullies were often victims in other situations.

There are resources available to help teachers deal with school bullying. The *Kidscape* pack launched last July covers all aspects of a child's personal safety, from feeling safe when he or she gets lost to dealing with



bullies and "strangers". The kit is used widely and some local authorities, such as East Sussex and Hillingdon, have it in all schools.

The BBC has produced a television series of tutorial tapes including bullying, accompanied by a teaching workbook. Many schools have videos of the programme and it will be transmitted again in the spring term of 1988. Sarah McNeale of BBC Education Radio attended the Stavanger conference. She will be producing a series of 20-minute programmes to be broadcast next summer, the 40th anniversary of the Council of Europe, on human rights in schools. "Bullying is a central issue. I am saying to 16 to 19-year-olds that human rights are not only about giving money to Amnesty. It is about our responsibility for the rights of others in our schools, families and neighbourhoods," Sarah McNeale claims.

How practical are the Stavanger approaches? British participants were reportedly cynical. Teachers and unions complain that the new national curriculum will leave little time for the kind of relationship-building proposed. A real change in direction needs a change of priorities from the top, in both research and curriculum, from educationists and politicians.

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## NEWS FOCUS



Dr Maria Hart: conductive education is "universal"

## The Birmingham Institute for Conductive Education opens its doors this month – 25 years after UK professionals first began to report on the work of the Pető Institute in Hungary. Mike Lambert reports

Professor András Pető opened a clinic for cerebral-palsied children in Budapest more than 40 years ago, educating them using approaches which came to be known as conductive education. It is 25 years since professionals in the UK started to report on conductive approaches and tried to use them in some British special schools. And it is three years since a group of Birmingham psychologists visited Budapest and highlighted the vast gap between the achievements of Hungarian conductive education and the various attempts to "do" it in this country.

Just 18 months ago a BBC documentary, *Standing Up for Joe*, showed the struggles of a British family who left Britain to obtain conductive education for their spastic son in Budapest. Since then scores of families have travelled to Hungary, seeking the same educational treatment for their children.

The emotional tensions and financial pressures for these families have provoked the legitimate question: "Why all the way to Hungary? Why not here, now?" A wave of demand and pressure, centred round the national movement, Rapid Action for Conductive Education (RACE), has become impossible to ignore.

Now the long, difficult process of meeting these demands has begun. This month the Birmingham Institute for Conductive Education opens its doors to 11 young British teachers who will undergo the four-year training of Hungarian specialist educators, known as conductors.

They will take a group of young British children through a course of conductive education directly modelled on the work in Budapest. It is the first complete attempt in the West to learn, run and evaluate Hungarian conductive approaches.

Conductive education is a form of upbringing and education which benefits certain kinds of physically handicapped children and adults, known in Hungary as motor-disordered. Its postwar beginnings under the direction of András Pető, have been continued since 1967 by Dr Maria Hart. The newly-founded Pető Institute for Motor Disorders in Budapest is the official national referral point for Hungarian children with cerebral palsy and spina bifida, and provides rehabi-



## Closing the gap from Budapest to Birmingham



A helping hand: a conductor and pupil in Budapest

litation for adults with Parkinson's disease, multiple sclerosis and other conditions. The institute and its network run mother-and-baby sessions, do assessment, out-patient and follow-up work, and have a day school, although it is the children educated residentially who have caught the attention of foreign observers.

Observers of the Pető Institute's children unfailingly remark on their collective enthusiasm, motivation and discipline, and their determination to achieve vital developmental goals, such as walking, using and eventually abandoning the simplest of aids. They admire too the skilled and energetic teamwork of Hungarian conductors, who guide their pupils through regimes of daily living, movement, games, song, ceremony and formal education towards all-round personal and social advancement.

The successes in Hungary are beyond the normal expectations of special education in this country. Around 70 per cent of the children attending are said to achieve "orthofunction" – the ability to walk, play, learn, socialize, study and eventually live without the use of aids and environmental adaptations. Such children go on to schools and follow their careers almost in their entirety. Their motor-disorder does not disappear, but children learn to control it and thus reduce the handicap which normally results from it.

How can conductive education be brought to the UK? The Foundation for Conductive Education was established with this express aim at the end of last year. Its first major project was to set up the institute in Birmingham. As the end of four years there will be a group of fully-trained (though still relatively inexperienced) conductors and a body of children who should show the benefits of conductive education by making more progress than most cerebral-palsied children in this country.

The Birmingham City Council has provided a small unused school, with extra funding – an example of forward-thinking in child welfare and development. Extra support has come from the University of Birmingham, Coventry City Council, Dr Barnardo's and the Parkinson's Disease Society.

In Hungary high-ability students train straight from school, attaining recognized qualifications both as conductors and as teachers. But as the qualification "conductor" is not recognized here – and there is a need for the school to be "recognized as efficient" – the Birmingham Institute has been forced to take on trained teachers. All are young, fit and enthusiastic. Conductive education is a vocation as much as a profession which makes high physical demands. They have above-average proficiency in music – a large part of conductive approaches – but overall they are teachers of proven ability, with the capacity to cope with the intellectual demands of learning a

complex pedagogy and making it work in practice. Their first contact with Budapest will be a six-week observation period at the Pető Institute in November and December this year.

Before then admission procedures for the first group of British children will be completed. Conductive education is not a panacea for all handicapped children, nor for all children with cerebral palsy. Assessment will be made according to criteria for admission practised at the Pető Institute, and will be carried out by Hungarian specialists themselves.

First pupils will be cerebral-palsied (spastic, athetoid or ataxic) aged three or four on January 1, 1988, and living within reasonable travelling distance of the institute (it will be a day provision). Children with differing levels of mental ability will be admitted: only those with a mental handicap which precludes contact with adults cannot benefit from conductive approaches. Children with severe visual impairment or marked autism also cannot be considered. Those with epilepsy must have their condition well controlled, without serious effect on wakefulness and capacity to respond.

The children start in January next year. The student conductors and all the children (with a parent) go for two spells in Budapest for what will be a demanding learning experience. They return to Birmingham in June, 1988. Building on the experiences and newly-learned material of the first group of pupils, new children will be admitted and their progress evaluated.

There will be no more trips to Hungary for children – their future is with conductive education in this country – but the students will have further training in Budapest as well as with British children in Birmingham, where they will be supervised by a resident Hungarian conductor-tutor. Work will also start with adults suffering from Parkinson's disease at an appropriate time.

It is possible to see this project as potentially the most significant advance in the field of physical handicap for many years. But more financial support is needed. Even with the institute's limited numbers (only a tiny fraction of children who might benefit from conductive education are involved at this stage), the four-year project will cost £1 million. Raising the money will be a major task, as will laying the financial basis for the project's expansion.

Two factors stand out as crucial to success. The first is assured – the co-operation and assistance of Hungarian specialists. The institute gained this through modelling its work totally on conductive education in Budapest.

The second crucial factor has yet to be dealt with. It is the need to make an effective transfer of conductive education from one cultural setting to another. From Budapest to Birmingham, from Hungarian to English, from

a Central European and socialist setting to an Anglo-Saxon, capitalist one, from a national Hungarian curriculum in a (soon-to-be) nationally determined English primary school programme – the whole process must be accomplished so that the elements which make conductive education work are not disrupted or destroyed. It is difficult to think of any other area of education where such a task has been attempted.

Some say this task is impossible, arguing that there is something peculiarly Hungarian in conductive education which precludes its transfer to other cultural environments. The Hungarians are not so pessimistic: Dr Maria Hart has stressed the universality of its principles. Other observers have summarized conductive methods simply as "good teaching", indeed teaching of a standard which we do not ordinarily attain – and rarely set within our sights – in this country.

The process of bringing conductive education to this country is an exciting adventure which has stirred the imagination of many. But it may also be something of a painful process for much of special education in this country.

Some fallacies must be overcome. That conductive education is physiotherapy – in fact, the approach seems to comprise educational, social, emo-

tional and moral dimensions which are little recognized as yet. That conductive education is a set of mechanized physical exercises – in fact, the approach displays a creativity which takes it far beyond the procedural rigidity of much of our own practice. That conductive education is quickly learned and easily practised – it is, in fact, a complex pedagogy, developed during 40 years of practical work with hundreds of children.

The beginnings of conductive education in the UK are small. To succeed the project has to develop and grow, taking on more teachers to train as conductors, benefiting many more than the handful of motor-disordered children and adults who will take part in the Birmingham Institute at this initial stage. But the longest journey is started with a single step. The Institute for Conductive Education is that first step. One hopes that there will be many more.

Further details of conductive education, The Foundation for Conductive Education and the Birmingham Institute for Conductive Education, University of Birmingham, B15 2TT. Include a stamped addressed envelope.

Mike Lambert is director of the newly-established Birmingham Institute for Conductive Education.

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## OVERSEAS

Company schools; weak history curriculums; cheating teachers. Bill Norris reports

## Banking on a future of schools at work

The company store has a hallowed place in American folklore. Now comes the company school. In Miami, Florida, where the population is growing faster than anywhere else in the United States, overcrowded classrooms have been a headache for the past decade. The solution: to persuade businesses to provide schools for the children of their employees.

The idea is the brainchild of Joseph Fernandez, Miami's new superintendent of schools. Faced with more than 250,000 children crisscrossing the city's 257 schools, and the prospect of having to build 38 new schools over the next five years at a cost of \$1.2 billion, he floated an imaginative scheme to the local Chamber of Commerce. If companies would provide classroom space for employees' children, the school district would provide teachers and furnishings, and the parents could provide transport.

"It's a win-win situation," Mr Fernandez told business leaders. "It will help relieve our overcrowding, give companies an excellent benefit for their employees, and be convenient for the parent." That was in June. He promised to send them a follow-up letter in July.

The letter was never sent. There was no need. Mr Fernandez had hardly got back to his office before concrete proposals were dropping on his desk, and the first "satellite learning centre" will open next month at the headquarters of the American Bankers Insurance Group. The company has offered to build classrooms on site; until they are ready, the pupils will study in a portable classroom.

Though there were no problems in selling the scheme to the business

## UNITED STATES

community - who saw it as a natural evolutionary relationship between companies and schools - the state education authorities were a different matter. There was no precedent anywhere in the United States for housing a school on business premises, and therefore no regulations that would fit the situation.

Fortunately, Florida's Commissioner of Education, Betty Castor, decided to support the idea. Rules were made to fit. The satellite centres, which will initially be limited to kindergarten and the first two grades, will get meals-on-wheels and the services of itinerant teachers for classes in art and music.

They will also provide new professional opportunities for teachers, being organized from the outset on the Carnegie lead-teacher concept. The lead teacher will be responsible for the centre, and all teachers will be closely involved in developing the curriculum.

Parents like the idea, saying it will give them peace of mind while at work. The companies believe it will give them a more stable and productive workforce, solving the problems of dual-career households and single parents.

School administrators, relieved of overheads, transportation costs and utility charges, plus a solution to their overcrowding problem, could not be more pleased. As an added bonus, the scheme even holds promise of helping progress on desegregation.

"The beauty of this thing," says Mr Fernandez, "is that it can be tailored to any condition. As far as I'm concerned, the sky's the limit."

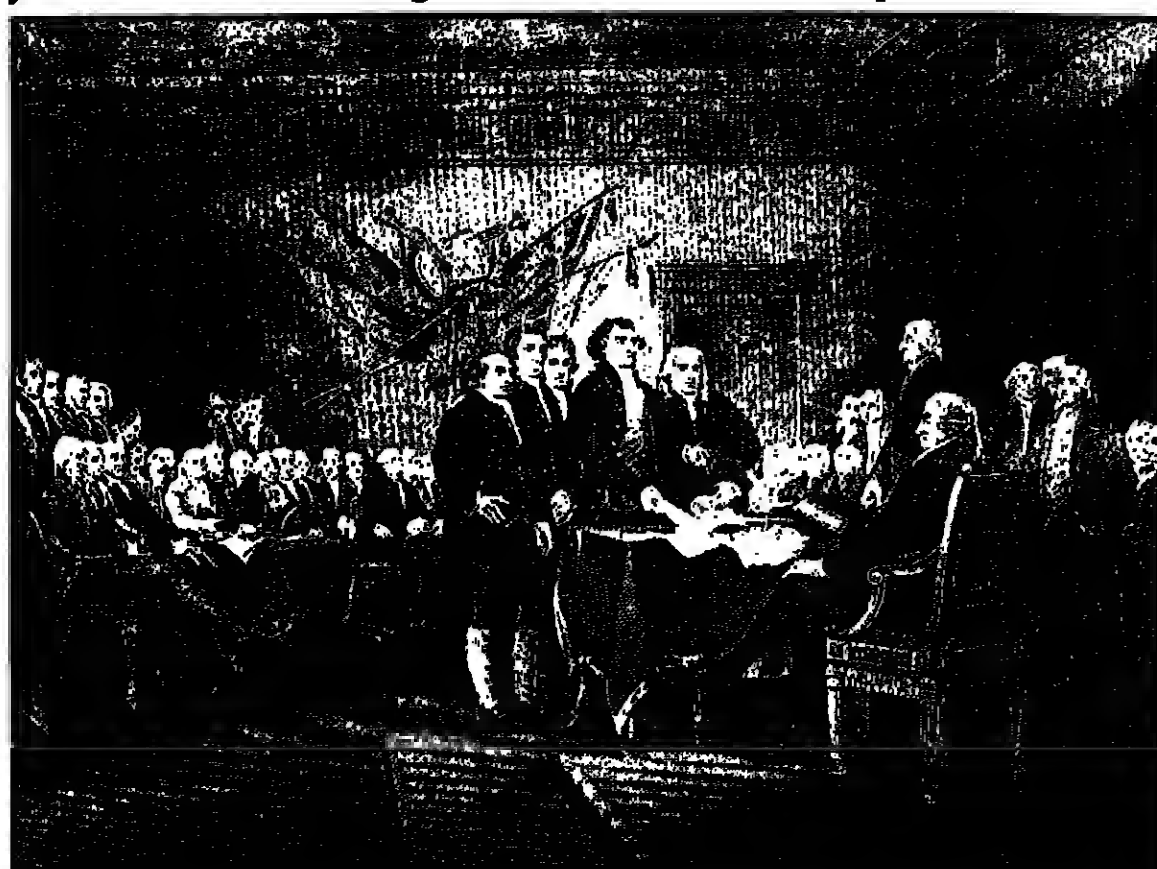
## Coaches load test results

For teachers at an elementary school in Virginia's Fairfax County, it must seem that there is no justice. For years they faced criticism that their fourth-grade students were scoring well below average on standardized achievement tests, so they decided to do something about it. They gave them a little help.

The results were remarkable. Suddenly the test scores shot up by more than 10 points, making the humble school among the best in the county.

Suspicious officials demanded that the pupils take the test again. This time they were back to their old form. An investigation held that the teachers had been guilty of "excessive coaching", including the use of the previous year's test questions for practice.

The case has evoked sympathy from those who feel that too much emphasis is placed on standardized tests in American schools.



Past Imperfect: the "forgotten" Declaration of Independence

## Survey uncovers the textbook case of a history of neglect

The legacy of Henry Ford, who believed that history was "more or less bunk", appears to live on in American schools. A report released by the American Federation of Teachers concludes that world history curriculums are "woefully inadequate" and fail to teach students to understand and appreciate democracy.

The report was prepared by Paul Gagnon, chairman of the history department of the University of Massachusetts, Boston, who reviewed the five most widely-used US textbooks.

Mr Gagnon found them trivial and uninteresting, lacking in depth, bland, and overloaded with facts at the expense of interpretation. He complained that they lacked drama, glossed over controversy, and even failed to present the major themes behind the American Revolution, the Declaration of Independence, and the US Constitution, let alone other forms of world government.

Nor are the authors of textbooks the only ones to blame for the lack of historical knowledge among American schoolchildren. Mr Gagnon said schools in fewer than 20 states required students to take more than one year of history in order to graduate.

"As a result," says the report, "many students are unaware of prominent people, and seminal ideas and events that have shaped our past and created our present." Among the more notable omissions it found were any review of the writings and ideas of Plato and Aristotle, or of the basic tenets of Christianity and Judaism.

The AFT-sponsored study is the latest of a series of complaints about the quality of American school textbooks,

widely condemned for striving not to offend, rather than instruct.

From a practical standpoint, the situation is more likely to be improved by the latest action of the California Board of Education, which has just adopted a new curriculum framework for the teaching of history.

The new framework provides for an extra year of world history in the schools, and a new way of teaching it. "For the past 20 years," says State Superintendent Bill Honig, "students have been taking a canoe ride down the river of history, glancing at events as they passed by."

"Now we're going to have them tie up the canoe along the way and explore for a while - different cultures, significant events, and important people - so they get a real feel for what went on."

"If we can't figure out how to convey to students the strength and beauty of the democratic idea, we are putting democracy at risk," Mr Honig told a press conference. "We have to figure out how to make this idea come alive for the diversity of students in the education system."

The significance of the California move lies in the fact that the state is the largest purchaser of school textbooks. Publishers who have felt free to ignore criticisms from a wide range of education experts are likely to pay more attention to the bottom line, and compete to meet the new Californian requirement.

In turn, this should have an influence on the quality of history teaching over the whole United States. It may still be bunk, but it will be better bunk.

## How to tread the boards in Brussels

## EEC

## Peter Guilford on the double life of young adults on an EEC training scheme

existence. Singlites who draw such a short straw can push to be moved elsewhere.

Besides the many private trips abroad that trainees allow themselves, the stage is punctuated by two official visits, one to the European Parliament in Strasbourg during one of its monthly plenary sessions; the other to Berlin for a week.

This is essentially a trip sponsored by the Bonn Government in reminding potentially influential young Europeans that Berlin is alive and kicking and unhappy about the Wall.

What a singlite gains professionally depends on two things: his attitude and his boss. One recent trainee spent five months correcting typing errors, while another was given free rein to write an official document on air pollution.

While an overall knowledge of the EEC institutions will inevitably be gained by singlites, it is just one

complex to be understood in five months other than by direct involvement. Only by good fortune or persistence will a helping hand be found for guidance through the maze.

Most singlites are lawyers or economists. This follows, as the Commission is essentially the law-formulating body of an economic community. Others, however, should not be put off: the intake of environmentalists, teachers, agronomists, sociologists and computer scientists has increased immeasurably over the past two years.

Many find the scheme a useful stepping-stone to further employment, or to a full-time post with one of the numerous law firms, lobby groups or fund-raising bodies that feed off the Commission.

Singlites vary from the well-connected university-leaver filling in time and curriculum vitae before embarking on a career, to the motivated young professional with a few years' work behind him. Some EEC member states, notably Britain, make up half their quota with their own civil servants.

During the long, controversial selection procedure, some penitents in the jungle of the European Commission themselves, hunting down likely officials and lobbying persistently on their own behalf to be accepted. There are apparently others who do not even write out their own application forms. Such is the nature of Commission hierarchy, that a phone-call from one of the 17 Cabinets to the stage admissions office will do more than any qualification, perseverance or merit.

For those without strings, there are other means of obtaining a place, and the stage is well worth the persistence. Begin six months before either starting date, usually mid-September and mid-February. Contact the Liaison Committee of the Bureau des Stages for phone numbers of civil servants likely to share your fields of interest. Arrange four or five interviews about three weeks before the shortlist, or "Blue Book", is circulated around the Commission.

If you intend to apply just by filling out the form, do not apply at all. It is an unfair, merit-free system, but an unchangeable one as the changeable one as the Bureau des Stages wishes no real power.

## Social issues dictate Cabinet changes

## NEW ZEALAND

Re-elected Labour Prime Minister, Mr David Lange, has made himself Minister of Education. Reactions vary from the Secondary Teachers' Union president expressing delight in the Opposition spokeswoman predicting that Labour is about to steal all her good ideas (vouchers and privatization) and needs a strong man to do it.

Former Education Minister, Mr Russell Marshall, just hangs on to his parliamentary seat by 27 votes in the first count.

The Democrats, a third party with an "anti-establishment" reputation, took a third of the votes and could yet unseat him. Mr Marshall is now Minister for Foreign Affairs.

Education was a major election issue, the Opposition's Ruth Richardson leading with a manifesto full of reactionary proposals. Labour, feeling a tide of public opinion swinging not so much against "Rogernomics", the monetarist economic policies of Finance Minister Roger Douglas, but in favour of a reversal of social policy to help those taking the brunt of change, promised that education, social welfare and health would be their priorities in the next three years.

The Cabinet line-up reflects this, with ministers reshuffled so that the heavyweights have got these portfolios. Mr Lange has added, for the first time, an Associate Minister of Education, Mr Phil Goff, last term's Minister of Housing.

Mr Lange faces many problems: in particular the fact that three-quarters of Maori boys leave school with no paper qualifications at all. The European "drop-out" rate is 40 per cent, but enough in itself.

But despite failures in the past, New Zealanders still look to education to solve many of their social problems, and David Lange has a major historical precedent in taking on education. Wartime Labour Prime Minister Peter Fraser was also Minister of Education and architect of today's education system, considered at its creation in 1935 to give equality of opportunity to all, and to be the best in the world.

Education has broken many ministerial ambitions and usually does not risk high in Cabinet. But it desperately needs a better press, good ideas, and firm resolve. Those close to feel that there is a lot to be said for giving Mr Lange, so successful in selling, making and keeping New Zealand nuclear-free, the slogan "yesterday the world, today education".

Lyn Richards



Walk out: Manila's public school teachers protest against low pay

## Aquino tightens grip as militancy increases

## PHILIPPINES

## Berrie Kenyon on years of moonlighting and strikes

Working conditions are poor: there are almost 15 million students enrolled in 40,000 schools and colleges. Class sizes of more than 40 are common and accommodation shortages have forced the introduction of shift system in many institutions. Security of tenure for teachers is rare and paid absences are unknown. About £12 is spent on each pupil annually, yet the country's literacy rate is the third highest in Asia, behind only Singapore and Thailand.

Education is still seen as a passport to work although unemployment rates are higher than in Britain. As in the UK, attempts are being made to introduce a national curriculum. At the age of 16, students hoping to proceed must take the NCEE (National College Entrance Examination) which tests skills, reasoning and thinking rather than a series of discrete single subjects which remain the British norm. Failure rates are around 60 per cent, and examination failures can proceed only to low status trade schools whose ideology is partly analogous to the youth training scheme.

The intention is to build up, at least in part, a reservoir of skilled and semi-skilled manpower to export to the booming job markets in the Middle East. The largest job vacancy adverts in the Manila daily press, are usually placed for construction and domestic vacancies overseas, especially in the Gulf states. The brain or muscle drain function of education in the Philippines is explicit. Meanwhile, employment chances at home remain bleak. Although the economy is now growing at 6 per cent a year, earlier declines meant that such an improvement would need to be maintained until 1990 simply to get back to the gross national product level of 1983.

The pressures on teachers to perform wonders with scant resources are titanic. Recent press coverage in Manila of child abuse rackets and the alleged infiltration of black magicians into schools have brought accusations of failure and slackness on teachers - usually reserved in Britain for the social services. Teacher militancy can only intensify if the school system is turned into a scapegoat for all the complex ills of Filipino society.

Geoffrey Perkins

## Working on 'basic' needs

## JAMAICA

## Suzanne Francis-Hinds on the Government's five-year plan and funding appeal to improve the lot of pre-primary school children

A massive effort to meet some of the needs of Jamaica's pre-school population was begun in May, the island's Child Month.

The Government announced a five-year programme for the advancement of childhood education. PACE is aimed at improving "basic" schools, a largely informal sector of the educational hierarchy, geared to meet the needs of three to six-year-old children, prior to entry into primary schools.

Over 100,000 children - 63 per cent of that age group - are enrolled in 1,490 basic schools across the island. Although 1,100 of these schools are recognized by the Ministry of Education, they have remained essentially community efforts.

Funding of J\$11 million (£1.25 million) has been made available to increase teachers' salaries, provide teaching materials, allow for a feeding programme, refurbish some schools, and put in place a scheme for gradual official recognition of all basic schools.

Mr Edward Seaga, Prime Minister and Minister of Finance has admitted

that Jamaicans residing in the UK, Canada and USA, would be asked to support a J\$1 million (£110,000) fund-raising drive.

This drive was the extension of a local effort by the Jamaica Gasoline Retailers Association, he said. Service stations across the island were involved in selling 100,000 car-bumper stickers for J\$1 each.

Dr Grant had previously announced that the local arm of the Van Leer Foundation is undertaking to raise J\$2.3 million (£260,000) aimed at improving basic schools and providing a welfare fund for retired basic school teachers. He said that most of them "go into limbo" on retirement, adding that society should return them something for their service.

The Jamaican branch of the international Van Leer Foundation is based at the University of the West Indies and operates through a series of parish boards, which help support basic school education at the grass-roots level throughout the island's parishes.

May also saw other efforts being made, both locally and overseas. Dr R B Grant, the Regional Director for the Van Leer Foundation of Early Childhood Education, recently said

## Excellence quest offers independent option

## SINGAPORE

Singaporean schools may now go independent if they wish, Dr Tony Tan, the Education Minister, has said. His decision follows a report by 12 leading headteachers which concluded that Britain's traditional independent schools "held the key to excellence".

Dr Tan said that the aim was not to make all schools independent, but rather to encourage the adoption of the "best elements" from what are "acknowledged" to be the best schools in Britain and the United States.

However, he made it clear that all schools wishing to go independent would be helped provided they follow all the ministry's policies, including those on bilingualism and moral education. They should also introduce a scheme to help "poor but bright" children pay their fees.

Dr Tan has also assured parents that school fees will not be increased. Independent schools, he insists, will provide a greater choice of schools and a better quality of education.

He denied the suggestion that encouraging the formation of independent schools was a back-handed way of increasing school fees.

Other measures based on the heads' report "Towards Excellence in Schools" include:

□ Doing away with double shifts over the next six to seven years. This will mean building an extra 50 schools before 1994.

□ Reducing class sizes to a maximum of 30, which will require training an additional 1,500 teachers during the next six years.

□ Reducing the non-teaching duties of headteachers and teachers by giving each school an executive officer and adequate numbers of support staff.

□ Training heads and teachers to provide pupils with "pastoral care and career guidance". This was one of the "most important" and yet "weakest" areas in Singapore schools and one in which British independent schools excel, according to the heads' report.

The report also recommends giving more freedom and authority to head-teachers over the curriculum and the appointment of teachers. The report said that in the best British and American schools, headteachers were free to pick teachers and staff, who shared the same goals and measured up to the head's perceptions of what the school required.

Maintaining selection on the basis of academic ability is to continue, but with more consideration for special non-academic abilities.

## BILL CAUDWELL, FOREST SCHOOL, HORSHAM.



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## LETTERS

## Religious 'clutter'

Sir - While Mr G T Newman (TES, August 21) fights to maintain 15 per cent of the timetable for maths in his school, I hope he will spare a thought for the plight of religious education teachers.

If the proposals for a national curriculum are implemented and the core and foundation subjects spread to the maximum 90 per cent suggested, there will be about two and a half hours a week left for RE, careers, drama, home economics, tutor periods and those subjects which Mr Baker calls "extras". This could result in one RE teacher seeing classes for 30 minutes a week and dealing with some 1,200 pupils. In such a state of affairs it would be impossible to establish meaningful relationships, and RE would be an excuse for misbehaviour.

Pupils regard RE as "a proper subject" in those schools where it is given at least 70 minutes a week, where homework and exams are set, where a variety of teaching methods are used, and where there is ample time for group and class discussion.

The National Curriculum 5-16 urges "a broad and balanced curriculum" giving "knowledge, skills, and understanding for adult life". Surely this must include a consideration of ultimate questions about the meaning of life, why people suffer, values by which people live, an understanding of people with religious and non-religious beliefs, and the chance to grow in discernment if young people are not to be easy prey for cults.

RE has moved on from bible-based work that was accused of indoctrination. I fear it will return to that since there will be no time to do justice to world religions and secular ideologies.

DEREK P JAY

Head of RE

Filton High School

Clifton

Bristol

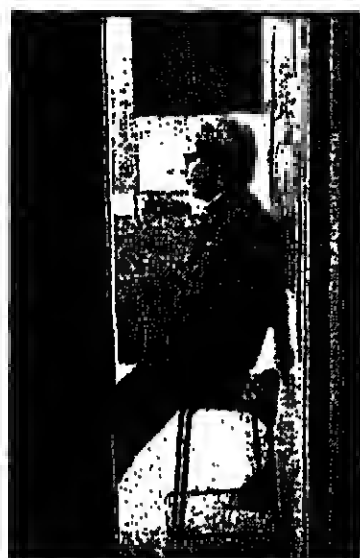
Avon

# Careers must be a vital part of the curriculum

Sir - "Careers education and guidance have a central role in preparing young people for adult life..." each school should have a teacher with a clear responsibility for coordinating the careers education and guidance efforts of the school as a whole. The job... offers a key contribution to the personal and social development of pupils towards adult and working life by... providing a programme of careers education as part of the curriculum for each pupil... (my italics).

Quoted from a Schools Council publication of the 1970s? No, these are direct quotations from the Government's paper *Working Together for a Better Future* (DES/DE) published earlier this year and signed jointly by Kenneth Baker and Lord Young. Yet a few months later we have the arrival of Kenneth Baker's ideas for a national curriculum and there is no mention of careers education. Why is it that something that was seen as essential in April is now no longer considered worthy of inclusion?

One of the most important skills that we can develop in our pupils is the ability to make realistic and informed decisions about their futures. For individual schools to be left to decide whether or not careers education should be included in the curriculum is far too much of a risk. Careers education should be a vital component of the



standard model, not one of the many optional extras competing for the remaining 10 to 15 per cent of the curriculum.

DAVID ANDREWS  
Hertfordshire adviser for Careers, Guidance and PSE  
27 Bramley Avenue  
Huntingdon  
Cambridgeshire

## Guidance sought

Sir - Tony Watts rightly brings your attention to the remarkable inconsistencies between recent government publications on the place of careers education and guidance in the curriculum (TES, August 21). In particular there is the contrast between what is said in *Working Together for a Better Future*, launched by Mr Baker and ministerial colleagues from the Department of Employment and the Welsh Office in April of this year, and what is not said in the consultation document *A National Curriculum 5-16*, published by Mr Baker in July.

The National Association of Careers and Guidance Teachers has an interest in this matter and has sought clarification from ministers on how it should interpret the failure of the consultation document to address itself in any way to the guidance needs of young people. We have been told that careers guidance is not ruled out as a discretely time-tabled activity and that, like many other themes, careers education will form an integral part of the entire curriculum. We are assured that the Government will not allow the status of careers education to suffer and that it is, in fact, determined to enhance it.

Such assurances are welcome. Nevertheless in have found such an area of the curriculum ignored in the consultations does not greatly inspire confidence in the theory or practice of a legally imposed national curriculum. How is the world at large meant to know of the Government's commitment to careers education and guidance? It adds a whole new dimension to the concept of the "hidden curriculum".

TONY EVANS  
President  
NACGT  
74 Heathwood Gardens  
Luton SE7

## Red Ken Baker

Sir - While engaged in some professional reading outside the 1,265 hour syllabus of Mr Baker, I came across two historical parallels to the new curriculum - both in Stalinist Russia.

According to Professor Hosking's *History of the Soviet Union*, the Central Committee noted in 1931 that Russian schools were "not imparting a sufficient amount of general knowledge, nor adequately solving the problem of training fully literate persons with a good grasp of the sciences". Children were going to their first jobs without good work habits. The solution was pure Bakerism - "a cure curriculum in mathematics, the sciences, the native language, history and geography was laid down; teaching of the social sciences was curtailed, to be replaced by programmed instruction in Marxist-Leninism. The project

method was formally condemned... officially approved textbooks were prescribed, and a formal system of tests and examinations restored."

As a history teacher I was particularly interested in Stalin's prescribed syllabus. My Russian colleagues were instructed to avoid "abstract sociological schemes". Kings, battles and dates were hooted in fashion. Ivan the Terrible and Peter the Great were once again national heroes. The foundation and consolidation of a strong Russian state was now held to be a virtue outweighing the exploitation of the masses.

I must not take this search for precedents too far for surely not even Baker would seek compulsory uniforms for girls and fees for the three upper forms of the secondary school.

J TUCKER  
25 Darchester Road  
Solihull  
West Midlands

## Design problem

Sir - The recent item regarding the first exhibition for graduate designers organized by the Design Council noted the low turn-out by manufacturers (TES, July 31).

It highlights a common problem of manufacturers' lack of interest in new ideas that flow from universities and polytechnics.

There can be no doubt that the skills and ideas of our designers are of the highest order, but so many have to go abroad to earn a living which appears to me to be a great loss of potential for this country. Why wait for manufacturers?

Some of the many problems of a designer starting out on his own are taking time off to market a product and at the same time being in his premises to produce it. Once a particular design or product has taken off, it leads to more employment for the less creative.

As universities and polytechnics are training marketing and business studies graduates in addition to art students, it would help to organize some cross-pollination of disciplines so that, for instance, a marketing student would look for a student design he likes and together with a student graphic artist organize a marketing exercise and possibly together with



someone doing production engineering examine the feasibility of going directly from higher education into a co-operative development.

I have no doubt that the potential for businesses abounds and only needs the right kind of initiative.

T CROWLEY  
Careers officer  
6 Stonegate Drive  
Hemel Hempstead  
Hertfordshire

## Watching brief

Sir - I retired four years ago after 25 years' experience of headship in secondary modern, grammar, and comprehensive schools. I know, and every head in the state system knows that people like Michael Ryan, the Hungerford mass-killer, show their tragic symptoms probably from the age of six or seven at school.

I know nothing of Ryan's school record except what I heard a school colleague say on television: Ryan would attend for one week, be off for three, and when he was there he was clearly an extreme social misfit. This is the classic case, and the classic warning. So often it is ignored, not by schools who do everything in their power to alert the system, but by the manipulators of the system - administrators, social workers, psychiatric helpers, welfare officers, and the DES itself.

In our current nexus - one-parent families, battered babies, battered wives, broken marriages, domestic deprivation and disadvantage - there are many children with problems at school. The good school by assuming

its full pastoral role, by counselling, care and interest, saves the character of thousands of children annually - often in the face of financial restraint, staff cuts, and administrative indifference.

It is the extreme cases - like Ryan, Brady, Myra Hindley - which pose the real social problem. What surely is needed from an early age is a proper course of psychotherapy, adequately financed and monitored in the future.

In my experience, there are never enough, if any, child psychiatrists, regular social and health workers - no system, no co-ordination, no use of records, no warnings taken from the signs and the evidence.

More equipment in schools, more computers, more science, more technology, more core curriculum - all this is fine - but could we not use some of our educational resources to create a positive and constructive method of dealing with those who are likely to cause social and domestic tragedy in later life?

D WULFORD  
88a Broadway North  
Walsall

## Past history

Sir - It is fashionable to pour scorn on past methods of history teaching as being "unimaginative", "boring", "dogmatic", or "jingoistic". It consisted, they are constantly told, almost entirely of "rote-learning" from textbooks written in "tubfuls of stone". I challenge this view. I believe it has been deliberately fostered in order to facilitate the introduction of various innovations, mostly of a very dubious nature.

It is my belief that history teaching in the past was not only far better and more imaginative than what goes on in today's classrooms - and if it wasn't then the fault lay with individual history teachers - but it was also very much cheaper.

I went to private schools, but there was nothing fancy about my history lessons. My textbooks were handy and durable, typically compiled in about 1912 by somebody called Macfarlane or Macpherson. They were not jingoistic. They were mines of information. A tediously Fair Rosamund never got a mention, but you got a masterly run-down on Henry II's legal system. Modern textbooks simply do not compare.

It was up to the teacher to stimulate enthusiasm, imagination, judgement, clarity of expression and everything else. There was no dogma. Everything was negotiable, but you had to justify your opinions. At its best it was the honest pursuit of truth, which is one of the pillars of our whole western civilization. We abandon it at our dire peril.

I do not believe that the new methods of history teaching offer anything which could not be better provided by the old methods at a fraction of the cost. The claims made on behalf of the School History Project, for instance, are transparently bogus, and of course history teachers are now saddled with the twin dogmas of gender and cultural equality and much equally dubious claptrap besides.

I am really sorry for our children being lobbied off with all this in the name of education.

STEWART DEUCHAR  
Vice-Chairman  
Campaign for Real Education  
Dean Farm  
Singleborough  
Milton Keynes

Letters for publication should be kept as brief as possible and typed on one side of the paper only.

## LETTERS

## Latin lovers

Sir - The important pieces you published recently about the teaching of classics in our schools can be usefully supplemented by data about the numbers studying the subject in one form or another at university (languages, ancient history and civilisation). For the academic year 1986/87, 6,415 students were studying something classical at university for all or part of their degree courses. (That figure boils down to the equivalent of 3,291 students studying the subject full-time - the size of a small university.)

Those figures emphasize not just the perceived importance of the subject but the tremendous job that school-teachers of classics are doing in what is at the moment a pretty hostile environment (and hostile often for no other reason than that some teachers, educationists and journalists have unhappy memories of the way they were taught Latin years ago. It would be difficult to think of a milder or more arbitrary prejudice).

But I was sad to see you repeating the old chestnut that classical-in-translation at school is "not rigorous", is "rigorous" or "not rigorous"? Or is it that the study of the past must be accompanied by the study of the language of the past? If that is the case, then the odium of non-rigour falls on school history, religious studies etc... Why single out classics?

Dr P J JONES  
Senior lecturer in classics  
The University of Newcastle upon Tyne

## Surprise attack

Sir - I was surprised to read that I had attacked the Government's plans to allow schools to opt out of local authority control (TES, August 14). I certainly have not, nor have I condemned them as your headline suggests.

In fact, I support the Government's initiatives to stimulate and improve state education. However, like many of those who operate the present local authority based system, I wish to know more about how the new ideas will work in practice, particularly the details of schools opting out.

I would be failing in my duty if I did not seek answers to questions about the future education of our young people. But to ask such questions is not to condemn.

PAUL WHITE  
Leader of the ACCE Education Conservatives

## Closed university

Sir - I would like to draw your attention to the current situation facing many Open University students.

I am 30 years old, a diagnostic radiographer, and I have been studying for an OU degree for the past five years. I have been actively seeking full-time employment for three years and after many unsuccessful attempts to re-enter the job market, I decided to retrain as a physics teacher. I was subsequently offered a place on the two-year BEd course at Newcastle Polytechnic. As I have young children this situation appeared perfect.

However, after eight weeks of applying for a maintenance grant and fee payments, I have been forced to withdraw from this course. The reason my local authority gave as a refusal was "Under Regulation 12(4) of the Education (Mandatory Awards) Reg-



## Beaten down

Sir - The rather sanctimonious outpourings of Mr Peter Newell (TES, August 14) deserve some comment, not least on the use of the usual emotive term - "beatings".

Few headteachers in the 1980s would fail to hound out anyone with sadistic tendencies sheltering in our schools. That particular problem is on a totally different scale from that of maintaining good order.

As I write, I notice that on the first Saturday of the football season we have the ritualized violence perpetrated by hooligans, many I suspect still at school. Is it not ironic that at a time when corporal punishment is at its lowest incidence (even before August 15), we live in a society where violence is rife and the need to take the stand: "No, you will not do that" - is greater than ever.

Within the gamut of methods by which schools encourage, persuade and compel pupils to follow a certain line of action, I have never felt that corporal punishment was a last resort. It is not a sanction to be used with discretion and firmness where it was felt to be appropriate.

We will find other alternatives and strategies but I will retain for some time the feeling that this may be "one step for STOP" but a continuing slide for society.

These views are personal and not representative of an institution or authority.

M J GRAY  
Headmaster  
Wigan

ulation, 1986, an authority is not under a duty to bestow an award on any person who has previously attended a part-time or correspondence course which equates to more than two full academic years."

This means that OU students (who are self-financed) are virtually prohibited from higher level education. Many OU students transfer to conventional colleges during their degree study but in future this may be impossible.

I object, not to my i.e.a., which has been very helpful, but to the Government which passed this measure. It appears to discriminate against those students who follow OU degrees, it prevents them from retraining and obtaining better employment.

SALLY YOUNG  
419 Salters Road  
Gosforth  
Newcastle upon Tyne

## Unit trust

Sir - Andy Hargreaves' article "Modular way to a modular life" (TES, August 21) seems neither informed nor useful to those of us working on modular developments in schools. His views appear to be somewhat at variance with those of teachers actually involved in the classroom.

While I believe he is right to question the fundamental rationale behind some current educational reforms, the assertion that teachers involved in modular schemes "are being made the technical executors of others' political will" is both patronizing and grossly oversimplified.

Certainly there is a danger with modular schemes, or with more traditional two year subject option offerings, that "pupil differentiation" and "selection" will occur. If pupils are given

modules could militate against the ethos of the common curriculum - but equally, good modular structures could help break down the barriers that have denied pupils access to an education which is broad, balanced and relevant.

The modular schemes that are beginning to develop are, contrary to Andy Hargreaves' suggestion, in the hands of the teachers. In the best tradition of the former Mode 3 examinations. The wider debate about curriculum content and what constitutes "essential knowledge and experience" has been very much a concern in the discussions both with examination boards and with fellow teachers.

It is precisely because the conventional two year examination courses are so constraining as regards both content and process that more flexible and imaginative curricular structures

# CPVE courses get good marks in later reports

Sir - It is a great pity that Mark Jackson, in his recent article about CPVE (TES, August 14) relied so heavily on Jack Mansell's personal views and on an FEU report which covered only two very small and unrepresentative sample of CPVE courses and students.

Two recent HMI reports, *A Survey of Work Leading to the CPVE and An Initial Survey of CPVE Courses in Wales*, offer a very different and more balanced picture. In Wales, the "average" student has two O levels (grades B or C) and three to five CSEs (grades 2-5); within many CPVE courses there was a wide range of ability and attainment extending, at one end, from three CSEs to, at the other, seven higher grade O levels plus some CSEs. The English report shows that about 20 per cent of CPVE students have more than two O levels and a further 25 per cent have more than four CSE grade 2 attainments.

Most CPVE courses, especially those operating within consortia, offer a full range of vocational choice and the HMI report states "All the schemes offered at least three of the five categories of vocational study".

There is always a time lag between the introduction of any new certificate and its recognition by employers - this is particularly true of a radically new qualification such as CPVE. The FEU report was completed during the first

full year of CPVE when there was little evidence of the capabilities of CPVE holders.

The current position has now changed dramatically; employers are becoming increasingly more aware of CPVE and what CPVE holders have to offer them. Many large and small employers now recognize the value of CPVE and welcome the information available from the profile and statement of experience which form part of the final certificate to give a complete picture of an individual's achievements and capabilities.

Similarly, progression into a full range of FE courses is available from CPVE with appropriate exemptions for previous attainment. Several local education authorities have now established policy statements on progression from CPVE and, through a series of regional conferences, the Joint Board is seeking to formalize these policies on a national basis.

Mr Mansell's suggestion that the National Council for Vocational Qualifications should accredit CPVE as a Level 1 award betrays his misunderstanding of the NCVQ structure. We are discussing with NCVQ officers how best to secure recognition for CPVE as a contribution towards achieving National Vocational Qualification status, and comparable discussions will be taking place on the YTS Certification Board in relation to

YTS approved qualifications. We are confident that both these discussions will lead to a favourable outcome.

There can be no doubt that CPVE has proved to be a valuable addition to the educational curriculum. It provides students with an individually negotiated programme and the chance to experience a number of vocational options while preparing them for the adult world. Far from being seen as a "low status course threatened with extinction" CPVE is expanding and, in response to a number of requests from local education authorities and schools, pilot schemes in which CPVE programmes will run alongside and thereby broaden A level studies will be introduced from this September.

In the interests of the many hundreds of enthusiastic teachers who have worked hard to ensure the success of CPVE, and the many thousands of students who were awarded a CPVE this summer as well as the many thousands who will be starting CPVE programmes this autumn, we ask that you publish this letter to correct the misleading impression that will have been created from the article.

C J CHAPMAN  
Joint Secretary  
B H HENSON  
Joint Secretary  
Joint Board for Pre-Vocational Education  
46 Britannia Street, London WC1

## Competing schemes

Sir - Jack Mansell's warning that the Certificate of Pre-Vocational Education is in danger of extinction (TES, August 14) brings to mind the saying about Martin Luther: he said about what lesser mortals had long known.

The CPVE saga illustrates many truths about the confusing curriculum now on offer to post-16 teenagers themselves fast becoming a rare species. It is simply not good enough to think of a bright idea, print weighty tomes full of new vocabulary, spend a fortune on staff development and hope for the best.

The fact is that CPVE was, and is, eight years ahead of its time. Those responsible for teenage recruitment found it much easier to market the more specific innovations such as Business and Technician Education Council first diplomas which cut across the proposed target groups. Parents and employers, not to mention potential students, found the cross-curricular dimensions too much to swallow, especially at the very time when the single subject dominance of OCE O level was being mirrored and repeated in GCSE.

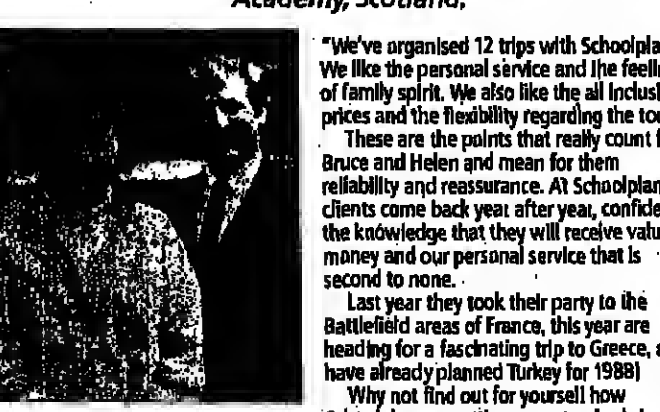
In an education world where market forces rule the roost, CPVE was just another glossy brochure competing with the Youth Training Scheme. No wonder that many schools and colleges, harassed by staffing cuts and student number crunching, adopted a wait-and-see approach. The propaganda that CPVE was meant for all abilities was believed only by those preaching it. Certainly not by the teachers.

Another problem has been the bureaucracy. Documents were often printed late and moderators from the boards and staff at the centres have not always had the same material at the same time. Abuses such as linking CPVE to excessive numbers of O levels have illustrated the problems associated with trying to market revolutionary concepts to unconvinced customers. The board's early advice that schools should co-operate with the local technical college was often aborted by fears that CPVE was a Trojan horse for tertiary education.

The sad thing is that CPVE ideology was right. Its integrated curriculum and broadly-based vocationalism were relevant to the closing years of our century. No matter. It failed to convince the people who matter at the grass roots. It is to be hoped that the CPVE death throes will not be prolonged.

J B KENYON  
Principal  
Skelsmersdale College  
Lancashire

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THE TIMES



## FEATURES

## Alan Boulton

Greater financial control is fundamental to a professional approach to the management of schools, and in

Far from being a millstone round the neck, financial delegation provides a golden opportunity for the head to manage the school in the best interests of the pupils.

Alan R Boulton is deputy head at Macclesfield High School, Cheshire.

## SPELLING

### Nichola Morgan

It would be ridiculous to assert that deliberate misspelling in signs and

will only buy night lights, not nite nites, and locks, not loks, and while I will happily watch *Phy School* with my daughter, I will choose her toys from companies whose advertising executives can spell school in the normal

These are people who claim to have our children's interests at heart. I hold this lie to be self-evident.

## Bob Hughes

## Steve Reader

Despite the deluge of information and advice, there is a vast amount of fear, ignorance and complacency about Aids. The initial government campaign created more confusion than existed before it. Girls are confident that they have no sex life - ever. They kick a ball hard in the playground and

will undoubtedly spread among heterosexuals. Incidentally, I think a check with local sexually-transmitted disease clinics will reveal that homosexual males have very largely modified their sexual behaviour, and that the same is not true of their heterosexual counterparts.

scheme of work which includes two age-related booklets, a teaching pack and a video for older students. The governors have been involved at various stages and they approved the final package last term. In September all teachers will receive some training and then the programme will be in

more consideration and vision than simply being shuffled off into a convenient pigeon-hole like the Sports Council? Or is it just that because they don't have the vote they are not perceived as a priority?

## by Alan Dyson

One thing we have surely begun to learn over the past 20 years is that many pupils find the traditional academic subjects difficult, and w

# Turning back the clock

Mr Baker's plans for a national curriculum threaten the major achievements of pre-vocational education, says **Andy Armitage**. They will also penalize schools which give children with special needs a chance to thrive, argues **Alan Dyson**.

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that cross-curricular themes such as information technology and health education, which have been central features of many pre-vocational programmes, do not quite fit the subject-based model, are told "It is proposed that such subjects or themes should be taught through the foundation subjects, so that they can be accommodated but without crowding out the essential subjects" (my italics) - rather like unwelcome guests?

In the terms of reference which will guide all subject groups, we are told that they "will be expected to ensure that the content and teaching of their subject brings out its relevance to and links with the pupils' own experience and practi-

**'Underexpectation is widespread but in my experience the cause is the stranglehold of the subject curriculum'**

These are, of course, the aims that lie at the heart of the pre-vocational schemes mentioned above; aims they have already demonstrably achieved. To suggest that the national curriculum, as proposed, with its associated assessment can equally "develop the potential of all pupils and equip them for the responsibilities of citizenship and for the challenges of employment in tomorrow's world" is empty rhetoric.

*Andy Arncliffe is senior lecturer in pre-vocational education at Canterbury Christ Church College of Higher Education.*

even greater danger in uniformity than in diversity. While diversity may include too much that is inferior, uniformity excludes too many who are

different.

Alan Dyson is special coordinator at Benfield.

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## FEATURES

## Time and motion study

Norma Cohen looks at the way rhythmic movement seems to help some children with learning difficulties



Body language: all sounds have an accompanying gesture in Eurythmy

Children do not move as much as they used to. At least not in school time. And it is affecting their health. This is the message being heard increasingly from parents and educationists. Dance, gymnastics and sport all play a vital part in helping children develop not only kinesthetic skills of timing, balance and spatial awareness, but also the broader life skills of confidence, self expression and team work. Movement therapies are becoming an important component of physical and psychological "recovery", both in special education and in hospitals.

One pioneer of movement as part of a holistic education was the Austrian philosopher Rudolf Steiner, who created the art form known as Eurythmy in 1912. He believed that Eurythmy, with its emphasis on rhythm, poetry, music and choreographic form would help integrate the child's emotional, physical and spiritual needs, while sustaining the indefinable concept of the "etheric" or life forces. The nearest equivalent would be the vital "chi" energy in the Chinese callisthenics known as Tai Chi.

Steiner schools, special schools and communities for the handicapped proliferate abroad, chiefly in German-speaking countries. In Britain, the nucleus of 40 or 50 is growing. Education focuses on Eurythmy as the interpreter of many curriculum subjects, including geometry, painting, storymaking and play-acting.

How does Steiner's theory of "visible song and visible speech" actually work? Eurythmy therapist Jacqueline Nielsen, who taught for two years at a Steiner school for mentally handicapped children, and three years in the French department of an ILEA secondary school, explains: "Every time we make a sound, we have to obey certain laws of movement, using muscle tone with a particular kind of dynamic energy to explode like a Kora T, flow like an L or 'revolve' like an R. 'Speaking with your body' is simply expressing more fully what the larynx and other organs are doing. All sounds, whether vowels, consonants or diphthongs, have an accompanying gesture. In Eurythmy, and each sound, believed Steiner, has a creative, 'forming' power. When this sound is expressed visibly in gesture, it can help the flow of language."

But the physical body is the last thing that moves. Steiner once called this art form "gymnastics of the soul" as the "inner, creative urge to communicate" is of prime importance. Therapeutic eurythmists are able to work with people who are paralysed, as it is possible to practise without moving a muscle.

The use of Eurythmy in therapy for children with specific illnesses or learning difficulties, demands a specialized training following a four-year artistic training course at a school for Eurythmy in England or abroad. Jacqueline Nielsen works at the Department of Child Psychiatry at St Thomas's Hospital. Here, children aged from five to their mid-teens are referred from Lambeth schools by Dan Goldstein, Educational Psychologist for the Hearing Impaired, attached to Brixtonwood Audiology Unit. Their learning difficulties range from mild autism, speech problems or hyperactivity to lack of coordination, poor concentration and specific reading and writing difficulties often referred to as dyslexia.

In *Dyslexia - what parents ought to know* (Penguin, 1986), Quinn and Macaulan state that "joining eye, ear and hand reinforces memory for the shape of words and the sequence of letters making them up". The specific, kinesthetic approach of eurythmists draws on 'body movement' as the central, linking factor.

"Many children with poor hand-eye coordination develop inappropriate writing habits," says Dan Goldstein. "They may, for instance, confuse letters by reversing them, or turning them upside down. It can be useful to stand back and work on gross coordination skills before returning to the fine literacy skills needed for fluent reading and writing."

"While not a cure, Eurythmy can be one way of helping children with long-term learning problems along the road to recovery. By making them more aware via movement of visual relationships - the distinctive differences, for example between B and D, P and Q - it's possible to develop not just coordination but also verbal memory. And by orchestrating sounds and emotions, they can begin to develop complex sequences and concepts useful in reinforcing learning processes. It's important to help children come to terms with their difficulties, and to learn particular skills and strategies to cope with, and minimize them at different stages of development."

copper rods and beanbags to help develop coordination and spatial awareness, as well as focusing on specific curative exercises. One of her predecessors, Jean Hunt, evolved simplified exercises for children with learning difficulties in her booklet, *Move in Time*, using beanbags which children move in circles, loops, arches and figures of eight around the body.

She also developed sequences using copper rods (an important component of Eurythmy) to encourage finger and wrist dexterity linked with writing problems. "These exercises, slightly gymnastic in character," says Jacqueline, "help the child to relate more positively to the different spatial directions: up and down, left and right, and also to create the circles, loops and straight lines that form the different elements of writing."

Eight-year-old Nicholas is one of several children with learning difficulties who have Eurythmy therapy once a week. Although bright and highly articulate, he has poor concentration and pencil control, a slight tendency to hyperactivity, and great difficulties in writing. Jacqueline helps him with jumping exercises to coordinate the limbs, and intricate stepping exercises using irregular claps to improve mental concentration. But she begins with rhythmic breathing and stretching movements aiming to slow down his movement in place of his tendency to "gallop through". Slow, rhythmic walking, "involving balancing, lifting, carrying and placing of the feet help to 'harmonize' him, while forming spirals and arches using beanbags and rods, help each child develop a spatial awareness in place of their habitual 'galloping' habit, to develop a sense

catching, gripping and stretching help these children "get the feeling of the shape they can't write because they don't feel it inside them", and capitalize on every child's love of ball games, with their emphasis on differing directions and rhythms. Complex finger exercises: stirring with rod, gripping and turning, and "piano playing" help develop hand dexterity. The session ends with an intricate exercise which involves jumping in squares over a rod placed on the ground. The atmosphere is one of absorption and fun. Sometimes Jacqueline joins in, mirroring the movement or holding the rods, always accompanying Nicholas with poems and verses she has found, or the children have created.

Why poetry? "Poets know that sound affects people. Eurythmists take this one step further. If you sprinkle talcum powder on a cello and then sound a certain note, that powder will form itself into quite an intricate pattern. Sound does have the power to move. Just as music therapy works with rhythm and tunes to affect the child's psyche, we use poetry to bring those sounds a child finds difficult into gesture. There's often a connection between the child's ability to speak, and their ability to relate to the external world."

"My hunch is that children these days are not educated to a sufficiently rhythmic way. Many boys with learning difficulties (strangely, almost all those I see with such difficulties are boys) say they rarely learn poems at school. I feel this can make for speech and coordination problems. Children can find it physically painful to make letters and figures often, drawing them back to front. Movement can help them develop a sense

But Nicholas also suffers from breathing problems. Alongside his other exercises he practises sequences to encourage rhythmic, flowing movements rather than hurried, disconnected motions. Such exercises recreate physical processes, says Jacqueline, helping release tension and improve circulation while opening the chest the central springboard in eurythmic movement. Together, they practise breathing and pushing exercises, building up to games using arms, chest and back exercises that mirror a water fountain to aid fluidity of inner and outer movement.

Six months on, after faithfully practising the sequences at home each day, Nicholas's writing has improved considerably, he copies "forwards, not backwards" and is able to "feel" letters more easily than before. Since visiting the clinic, his frequent bouts of cough have greatly reduced. And while he still cannot tie up his own shoelaces, he can now manage his own zip, a major coup.

Jacqueline's referrals include those from the constipation clinic attached to the hospital. With these children, she focuses on rhythmic expansion and contraction exercises. They learn to "breathe" in and out with their whole body, using calm, flowing movements that help to relax them. Then, using verses with strong consonant sounds, the child recreates these sounds with his or her body, to help the processes of digestion and elimination. "The energetic rolling, circular movement of R, the hard, karate-like kicking movement of K and the heavy, downward, streaming movement of D help counteract the rather light, 'grasshopper' movements of many constipated children, and encourage and activate body processes which have become lazy or inactive."

Jacqueline feels that real healing would get to the emotional source, but that it is often only possible to get there via physical exercises. "Problems are often deep-rooted, and patterns may have developed that are difficult to shift. I can't cancel out the original experience - either lungs that have not formed properly, or tensions building up over the years that may result in bedwetting or constipation - but I can work to undo old patterns, and to create new experiences. The more I can help children to be confident, strong and flexible in their bodies, the stronger will be their resilience in future illness."

Eurythmy therapist John Logan, who spent three and half years working in St Thomas's Children's Day Hospital, and now works at the Blackthorn Trust associated with an NHS practice in Middlesbrough, offers another perspective. "Many of the young children I saw at St Thomas's displayed what I called the 'Billy Budd syndrome'. Their frustrated desire to communicate came out as violence towards staff and other children. These Billy Budds were children with delayed speech development. Expressive movement needed to be drawn out of them, not just reflected back. Eurythmy helped them to discover there is such a thing as language, that the primordial, aggressive energy in us can be given a purposeful, social form, and that this energy does not have to lead to frighteningly explosive and destructive outbursts."

"These children first discovered expressive gestures with their arms and legs via rhythmic participation in songs and poems. That discovery helped them towards finding the more internal gestures that produce speech and song. At first, these Billy Budds would begin to move along with the other children, gradually putting more of themselves into the expressive mood of the text. Eventually, they would begin to sing or speak for themselves - a moving process to witness, children finding their own voice for the first time."

Jacqueline does not pretend miracles. "Eurythmy doesn't provide test-tube proof of change, which can only be assessed by honest observation from teacher, therapist and parents. But as I work with Nicholas's movement, I can see that some of our efforts are translated into his writing, which is slowly improving."

"Many children with learning difficulties may make a large scale improvement in the short term, with the help of Eurythmy," adds Dan Goldstein. "However, problems will often persist throughout their educational career, particularly at transition points such as the change from primary to secondary school, when they are likely to need additional help. Eurythmists are aware of this. But there is no doubt that Eurythmy can help them develop the confidence they need over the years to finally achieve."

Move in Time by Jean Hunt is now available in a combined book, *Take Time by speech therapist Mary Nash-Worthington from Emerson College, Borehampton, Wiltshire. For more information, contact her at 01245 611111.*

## FEATURES

## On beginning school

Nikki Foster witnesses a startling transformation

There are many things you have to accept when your child starts school, and I am not talking about the intellectual and emotional confusion, the ambivalent feelings that wash over you as you watch your unique and precious little vessel float away on the choppy seas of state education.

I am talking about adapting to being called a wally, amid nervous giggling while waiting for your response, about always being greeted with uncontrollable giggling if words like bottom, pants or smelly should crop up in the conversation. You must learn quickly that you cannot read in the end of *The Fat Pig Book Two*, because the teacher will read in page eight and if we so much as glance at page nine in the safety of our sitting-room, she will surely know and life will be completely unbearable from then on.

There is immense pressure to make sure your child does not look any different from anyone else's. Making a gym-kit bag is not very exciting, but getting it precisely like Ruth's and Tracy's is a task requiring equal proportions of surveillance techniques and the skill of the master forger. You have to accept the sudden ear-splitting wail when your child has discovered some infinitesimal difference between her uniform and that of the newfound "best friend", a variation in the weave of the shoe-laces, an extra fold in the cuffs may be all that is needed to produce the kind of tears and screaming that would be more appropriate as background noise for a chain-saw massacre.

You learn to live with the attitude that you are a dinosaur, a vast, cumbersome creature with a tiny brain.

"We did Scottish Maps today, Mummy." "Maths, you mean. Scottish Maths." At a volume that shatters crystal, and with a look of total outrage: "Scottish MAPS, I said that's what we did. Scottish MAPS." Only the teacher can set the record straight. You learn to clench your teeth and smile politely through sealed lips, as yet another glowing eulogy flows across the tea-table:

"Mummy, I love Mrs Findlay. She tells us interesting things... and she never shouts at us... and she has lovely skin... she draws beautiful things on the blackboard... and she has lovely buttons on her cardigan."

Much of this you can reasonably expect and anticipate. However, what I had not thought about at all was the sudden injection into our secular lives of orthodox Christianity as received and understood by a five-year-old, from regular, well-intentioned and of course, compulsory religious education.



We were introduced to the subject recently, as we sat down to lunch one Saturday. Our newly-appointed religious affairs correspondent stared with interest at the loaf of bread on the table, and remarked, casually: "Jesus is a roll."

The adults in the party let out such roars of laughter that crumbs were sprayed over all the surrounding furniture, but she continued, deadpan, just as she must have seen Mrs Findlay do, confronted with 25 infantile giggles. "Not that kind of stuff, with bits in it, and brown. A nice, soft, white roll."

She was so deadly serious we tried to quell our convulsions and look suitably awed by what we were about to receive. I tore off a defiant bite and asked her how she knew. "The rector brought some rolls into RE and said they were Jesus's body. We all had a piece. He said if we lived in God's family we would eat them every week. Anyway, I wish I lived in God's family. I like soft white rolls better than this." She looked at her plate with contempt.

We stifled sniggers and wished that the Church of England had at least accepted the nutritional value of wholemeal bread. Some high fibre in the communion service might go toward alleviating the problems no doubt accruing to the faithful, crouched on those cold, hard seats every Sunday! At yet another meal-time as I am about to set

down the cutlery, a small voice suddenly warns: "Mummy, God's on the table!" I stop dead in my tracks and refrain from any of the wisecracks that spring to mind - "Shall I set another place, then", or "Shall we ask God to use a chair like everyone else?"

"Is he?" I ask, with contrived nonchalance. "The rector says that God is everywhere, so he must be on the table too."

I attempt to explain to my daughter what I think the rector might mean. The next morning, as I sit wall-eyed, at breakfast, she inquires casually, "Is the Holy Spirit God's wife?" It is a tricky question at 7.30 in the morning. Where does the Holy Spirit fit in to God's family set-up? A rather fussy maiden aunt perhaps? Or that endearing bachelor uncle with boundless time and ingenuity, the fun relative everyone wants to have around?

I continue to try to take a lively if equivocal interest in all the new and riveting facts brought home by my budding theology student. A distant dearth in the family was reported to the rector. Back home came the message that great uncle Joe would now be with Jesus and God in heaven. As the conversation turned to wondering whether Jesus could play bridge too, I began to introduce one or two alternative ideas to this cosy Family Circle scenario. Many people, I explained, think

that people who die come back to live as another person or a creature. That night as I rescued a spider from the rising bath-water, my five-year-old looked tenderly at it, and said softly, "I think that might be Uncle Joe."

She maintains an unswerving interest in every word the rector utters. Hymns are sung at full volume, moving from gentle crooning to wild dervishes as the religious fervour takes a hold. "God made the garden of creation and he filled it all with love. Go-od Made the Garden of Crea-Shon and Filled it A-all With Love!" she bellows first thing in the morning, as she knocks off yet another quick sketch of the parting of the Red Sea.

Recently, she has heard some version of the prayer that suggests that from dust we come and into dust we go. It has become another regular and cheerful chant.

The other day, she and I were chatting amiably on the landing outside her bedroom. She was telling me some lesser known facts about Moses, but carefully guarding her door, taking glances from time to time behind her. "Why won't you let me in your room?" I asked, with genuine curiosity. She replied with an ingenious smile. "We really need peace and quiet in here. There's an awful lot of people coming and going under my bed."

## Death of a mode three

Phil Sanderson mourns the loss of curriculum innovation with the coming of GCSE

ple, a statement of the means by which "differentiation" would be achieved had been requested. But only in the second letter from the board were clear details given of what was required.

It was on June 17, 1986, that I submitted our proposal for the third time. This time, it was passed to the moderator. His comments were passed to me early in the autumn term. A year had passed since our first submission.

The moderator's comments focused particularly on the coursework and again asked for details which could perhaps have been either requested at an earlier stage or preferably specified in the NEA booklet.

Having returned the form within two weeks, I next received it back again in December for numerous small changes to be made to the specimen examination paper.

Again, I returned the form in two weeks, this time for it to be sent to the NEA chemistry committee. It was here that the second particularly lengthy delay occurred, the proposal not being returned to me until June 8 this year, - almost 18 months later.

The committee's report opened with these words of praise: "The content and structure of the course is interesting and suitable and includes some excellent ideas, strategies and experiments." Nevertheless, there followed no less than four sides of comment requiring numerous amendments. In particular, the specimen examination material, already scrutinized by the moderator, came in for further criticism.

The Board's representative in Newcastle was as helpful and supportive as ever but no amount of encouraging comment from her could get round the fact that here we were, in June 1987, 21 months after our first submission, with a course not yet approved by the NEA, never mind the Secondary Examinations Council; a course due to be examined in 1988.

We had three choices: ☐ persevere in the hope that approval would come in time for the 1988 entry; ☐ postpone the first entry until 1989; or ☐ abandon the course.

To me, the first choice was the one which instinctively appealed but what would be the consequences of failure to gain approval?

classes of pupils would have been prepared for a non-existent exam.

The second choice was feasible but with the move away from separate sciences now set to accelerate in County Durham with the designation of every pupil as a TVEI pupil, planning to examine a new separate science GCSE course for the first time in 1989 seemed somewhat anachronistic. Reluctantly then, it was the third choice, abandoning the course, which we took.

I wonder how many others have been down the same road; a mode 3 CSE course honed to fit local circumstances, carefully adapted to meet GCSE criteria and then destroyed by endless bureaucratic delays. Of the 21 month lifespan of our mode 3 proposal, almost 18 months were spent with some part of the examining board.

Rightly or wrongly, the feeling at grassroots level is that examining boards have been doing their best to discourage mode 3 GCSE syllabuses. Our mode 1 practical assessments for example have been subjected to much less scrutiny than those submitted with our mode 3 proposal.

With the demise of CSE, it seems that much successful curricular innovation carried out to create mode 3 syllabuses must have been lost. No doubt some fragments will appear in class books enlivening mode 1 courses but like our own course of recognized GCSE quality, they will never more be seen in their entirety.

Perhaps it is just as well. Their quiet premature deaths may yet be preferable to being crushed under the heel of Mr Baker's National Curriculum.

Phil Sanderson is head of chemistry at Framwellgate Manor Comprehensive School, Durham.



# Peter Parker



## BOOKS

Language is the single main medium of instruction in every school subject. Where public concern is perennially about alleged decline in literacy, concern among teachers and educational researchers is directed towards investigating how language abilities are acquired, and how their acquisition can be best facilitated. They are interested in linguistic disadvantage and how it can affect learning right across the curriculum. Where the emphasis used to be solely on the teaching of reading, it is now shifting to the teaching of writing too and even more to an area which has in the past excited little attention and less status, and which is not strictly a part of literacy at all – the spoken word, talking skills, what has come to be called oracy.

The Meaning Makers (by Gordon Wells, Hodder and Stoughton, £9.95, 0 340 40798 0) addresses many of these issues. It's about children learning to use language, and using language to learn. They can't do the second without having begun to do the first. Gordon Wells conducted a study in Bristol, in which his team monitored a group of children at intervals from the age of 15 months to the end of their primary schooling. They recorded the way in which each child was exposed to language both at home and at school, analysed their language development, and compared their relative progress.

In the first part of his book, Gordon Wells describes and transcribes the children's first, faltering steps with language. They were fitted with small tape recorders programmed to record in short bursts at intervals throughout the day. Of course they recorded what was addressed to the child, too. A large proportion of the language the children heard early in life, apart from endearments, related to being told what to do. So children began to acquire language in the context of how things should be. They learned that they could change things from how they were learning to make sense of their environment, and to have an effect on it. This kind of interaction with the world in general and with the



Story-telling: a vital lead into reading and writing

## Foundations of language

parent who prescribes how things should be, in particular, is a major thrust towards acquiring language. Children learn language in order to be able to interact, and to engage with their parents in collaborative activities. As to the kind of words learned, names are important but so are "change" words, which relate to changing the state of the world – "put", "take", "come", "mend", "give". Even the children who were hardly spoken to at all acquired language in this way, taking on power with words, as words made sense of the world. By the time the children went to school, they were all competent with language.

What happened when they got there was a rather different story. Some of the children seemed to be performing well with language from the start; others seemed slow and bewildered in the classroom. This was highly relevant to the researchers' concerns because another major area of interest was the idea of linguistic disadvantage. Since the 1960s, Professor Bernstein's

idea of the disadvantage of the child exposed at home to the working class "restricted" code of language, rather than the middle class "elaborated code", was influential, but had never been empirically verified. Would their findings bear it out?

Gordon Wells questioned the way linguistic disadvantage is assessed in schools, where the emphasis is on literacy rather than on oracy. When oracy was taken into account, the linguistic disadvantage which was apparent with the written word was minimized with his children, and sometimes it totally disappeared. In some cases apparent linguistic disadvantage seemed to stem from the inability to handle the teacher's "closed" questions, which related to what was in the teacher's mind, not what was in the pupil's. When answering questions means guessing what the teacher is thinking, oral skills almost inevitably fail.

Gordon Wells believes anyway that the origin of linguistic disadvantage is more likely to be in a lack of value placed on oracy in the home environment rather than a lack of exposure to language. Rosie, whose performances throughout tended to be among the poorest, had never been read a story before she started school. Jonathan, who consistently scored high, had heard something like 3,000 "Storying", says Gordon Wells, "is one of the most fundamental means of making meaning." Making meaning means making the world intelligible. Through stories children can come to terms with their own experience, and hear it articulated. They can deal with frightening or violent emotions in a safe setting. They can come into contact with abstract forms of expression. Stories are a vital lead into reading and writing, and "storying" across the curriculum can be an invaluable tool.

Story-telling Rights (by Amy Shuman, CUP, £25, 0 521 32846 2) has a similar concern with stories. It concentrates on pupils' stories though, rather than stories as a means of learning. Amy Shuman immersed herself in an American high school among the pupils for long enough (American researchers seem to have unlimited funds) to become accepted by the students, who were in equal numbers black, white and Puerto Rican. They told stories as part of their daily interaction, often "fight" stories, since fighting was part of daily interaction, too. They also wrote diaries and letters, in and out of class. Amy Shuman found that the written and spoken stories were not distinguishable from each other, and that they both could fulfil public and private functions. Both could be collaborative. She concluded that the traditional distinction between written and spoken language simply did not exist. The privileged status of the written word was unjustified.

It's the written word, though, that is the issue in Reading Children's Writing (by John Harris and Jeff Wilkinson, Allen & Unwin, £20, 0 114 40702 1, £6.95, 0 114 40702 5), and the authors do not agree that written and spoken language are so different in kind. They emphasize the importance across the curriculum of not just language, but children's written tasks, where they believe it's not made clear enough to children what is required of them. They too note the importance of "storying". Children understand a narrative structure far earlier and more easily than the more abstract structures of formal writing. The authors want to encourage teachers to approach children's writing by linguistic analysis, looking at the structure of what is written, and how text is organized, so as to be able to help

children better with the variety of writing demands which confront them at school. Writing needs to be taught more thoroughly and more specifically than it has been before. There is a blend of theory and practical advice here which makes for an extremely useful book.

Children's Explanations (by Mike L. Donaldson, Cambridge, £25, 0 521 32006 2) doesn't have the same practical bias. It's concerned with children's acquisition of the linguistic abilities needed to understand and explain cause and effect, but it reads too much like the academic thesis which it originally was, to be useful in the classroom.

A D Edwards and D P G Westgate listened in classrooms, too. (Assessing Classroom Talk, Falmer, £15.95, £8.50, 1 85000 136 7). They were interested in what kind of communication actually goes on there. Talk in the classroom used to be the teacher's prerogative, and went steadily with chalk as the preferred medium of instruction. Now attention is switching to pupil talk, which coming as often as not in non-standard English, is quite different in kind from teacher talk. Pupil talk is valued now, though often children don't understand why, as with the boy quoted here who complains that his teacher "ask dumb questions she already know 'bout". Although teachers want to elicit a response, they don't always go about it the right way, as Gordon Wells found. The habit of asking for initials and "right answers" in Western culture is one with which many pupils are unfamiliar. So children find it as difficult to understand what is required from them in talk as in writing, like the boy who was silent because in school, "nobody play by the rules he know". There is still always an expectation too among children that whatever they say will be judged by the teacher. The unfortunate consequence of enshrining oral skills in the heart of GCSE is that they are by no means far from the mark; they are being assessed. It's only a non-interventionist, non-directive role in discussions, and sensitivity to what children themselves are interested in talking about that can overcome all this.

Literacy, Society and Schooling (edited by Suzanne de Castell et al., CUP, £27.50, 0 521 30444 5, £9.95, 0 521 31340 6), is a collection of articles based on research in North American schools, and reflects many of the same themes and concerns. Once again, stories are emphasized as the structure and form children understand best. Storying seems to be the watchword. Storying is something children can do, and do do as a matter of course. If this facility can only be effectively used as the basis for building up a further variety of oral and written language skills, standards of literacy and oracy will improve, and learning across the curriculum can be helped correspondingly.

Jessica Sarag

## Readers' responses

Readers, Texts, Teachers. Edited by Corcoran and Evans. Open University Press £8.95. 0 335 15238 4.

In *Readers, Texts, Teachers*, "reader-response" is offered as a more relevant approach to lit. crit. than more established methods of practical criticism. A text can be seen as a "starting point" for the reader, whose response may take the form of creative writing or pastiche rather than of a traditional type of criticism. Continuation of a story, alternative endings, epilogues – these are all suggested as ways of

responding to a text. The conventional distinctions between the roles of reader and writer are challenged; reading and writing may be best regarded as two sides of the one process.

It is suggested that "effortless response" (comprehension of factual information) may be an easy option taken by teachers. Instead of exploiting the "vulnerable sub-conscious", which may be what determines the reader's response, especially in poetry.

Several useful examples are given of "reader-response" work, with a particularly interesting section on "sub-texting".

Bridget Loney

## Comic and critical

Light relief, veering between the cynical and the facetious, is provided by Nick Yapp's *Bluff your Way* in Teaching (Ravette £1.00, 948456 45 0), a mini-guide for innocents which has it in for schoolkeepers, curriculum development and A-levels. Nearly as sharp but far more serious, David Christie's *Child Language, Learning and Education* (Child Language, £4.95, 715 6492 1) reduces recent theories to an assimilable, sensible, steering a calm and informative middle

and laissez-faire iconoclasm. Margaret Boden's *Artificial Intelligence and Natural Man* (MIT Press £10.25, 262 32123 7), now newly experienced, is a substantial and enlightening read, of prime interest to computer specialists, but also for any teachers whose work has confronted them with deeper questions in psychology and philosophy. It's a book that by definition goes regularly out of date, but remains of great value.

Tom Davison

## lingo

### Conject

In *The Observer* of July 12, Mike Foster, managing director of trading at Courage-Elders, the brewers, was quoted as saying: "It is impossible to conject of this stage where that inquiry is going. I could give you 48 different results."

As far as one can make out, it is a long time since anybody conjectured. It is marked obsolete in the OED, and it does not appear in the OED Supplement. Chaucer and Wyclif used it, and so did Shakespeare when he made Iago say: "One that so imperfectly conjects."

Where did Mike get it from? It could be of course that he is a man well-versed in the classics of English literature, and takes delight in seeking out archaism and promoting them, after a hard day at the brewery. It seems more likely that he was cutting down the word conjecture, on the basis that two syllables are better than three. We must wait to see whether other managing directors will think it a good idea, and raise quite a neat little word from the dead.

It is a puzzle why it died in the first place.

W. S. Brown

## Hit formula

Drama 1. Edited by J Easter Macmillan Basic Education series £2.50. 0 333 41574 4. Opportunity Knocks? By Willy Russell Heinemann Educational £2.40. 0 435 23726 8. Starting Out Book 1. Challenges. By Grazyna Monvid. Heinemann Educational £2.40. 0 435 23640 7.

What makes one collection of plays more successful than others for use in the classroom? Macmillan have found a formula that will be difficult to better in a volume simply called *Drama 1*. This is the first in the new Macmillan Basic Education series, the aim of which is to provide resources for the lower years of the secondary school. I would not be surprised to find these plays being used in classes further up the school, for together they present a strong and imaginative range of characters, themes and styles.

The length of each play makes each script perfect even for the "single period" lesson; the layout is attractively spacious, and the use of large print most appealing. But it is the five plays themselves that, with a lightness of touch, cover so many areas of life, which make the book successful. Two ghosts stories, a genre much-loved by 12-year-olds, open and close the collection, but with quite different and fascinating situations and styles: one concerns a school's history, the other a African slave trade in the 18th century.

Two other plays are set in schools. "Up School" is a hilarious exaggeration of girls' school stories and sure to be a cult-hit. Finally, the activities the editor, John L. Foster, has devised to support the plays are some of the most thought-provoking and interesting I have ever encountered. If this volume is indicative of what is to follow, this will be a series to treasure.

In contrast, Heinemann's latest volumes in their Floodlights series offer a mixed bag. The layout of the scripts in both *Opportunity Knocks?* and *Challenges* is very cramped, and must make role-reading difficult.

*Opportunity Knocks?* contains two long plays, the first on interior variation Willy Russell's *Educating Rita* ("Daughters of Albion" starts life as a TV drama, and tells the



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Alison Leake

## Belly-buttonholing

Young Words. Macmillan £2.95. 333 44569 4. Cadbury's Fourth Book of Children's Poetry. Beaver Books £1.95. 09 947750 5.

There are those to whom national competitions for young writers are anathema. For them, the awards, certificates and publication of the chosen few are quite alien to their classroom philosophy. Yet, to adapt Dr Johnson, "No-one but a blockhead ever wrote except for publication" and for many a child "expressive" or "creative" writing must seem a singularly purposeless pursuit or, at best, a classroom game.

It can of course be a most valuable activity, promoting emotional growth and language development among all sorts of other things. Nevertheless, it is a rare teacher who can be an adequate audience for all the outpourings of even one class. I have therefore always been glad to find any collection of children's art. The aim of the compulsory purposeless pursuit or, at best, a classroom game.

The result is a weaker anthology than *Young Words* but one which will bring more satisfaction in more classrooms. Both books reinforce the recent Tory seal of approval given to work being done in Halesworth Middle School, Suffolk which is represented by many young writers and both also pick out Andrew Darley of King's School, Canterbury. He is (rightly) highly commended by Cadbury and angled out for an award by W H Smith. Of Cadbury's two special award winners, I might mention Adam Stanley from Minehead with the suggestion he is a potential poet of note and not only a "young writer".

One or two of the poems in the Cadbury anthology do seem to have been included because their youthful expressions are amusing to adults but both anthologies deserve to be brought and read by many more schools and families than are represented in them. They bring proof that whatever may be wrong with the world, there are still young writers able to see and to record its evils and injustices succinctly and dammingly. Even better, they are also able to record its beauty.

David Self

## BOOKS IN CLASS

## From nature to nation

Seamus Heaney: A Students' Guide to the Selected Poems 1965-75. By Nicholas McGuinn. Arnold Wheaton £2.25. 0 560 55004 9.

Seamus Heaney's *Selected Poems* has now established itself as an examinable text and Nicholas McGuinn's students' guide shows just what a challenging option it can be. As if to lure one in there are vivid natural descriptions and luxurious music of *Death of a Naturalist* and *Doors into the Dark*. Familiar themes are to be found here: childhood, loss of innocence, rural life, home. The growing austerity of *Wintering Out* comes next with its oblique response to the Troubles in Northern Ireland, its recurring motif of resilience. Finally – "the book all books were leading to", as Heaney has

said – *North*, with its symbolic meditation on a history of violent, tribal feuding and its explicit second half, where an unmistakable Irish Catholic voice is raised against British rule and its "ministry of fear".

McGuinn intends to show how each of the volumes represents a particular stage in Heaney's development from "nature" poet to "national" poet. Each chapter is divided under brief thematic headings, which the author claims are designed to enable exam students to follow particular themes throughout the poet's development. In fact, there is too little cross-referencing of topics to allow this to be done with much ease.

Nevertheless, this attractive guide successfully conveys the vitality and variety of Heaney's work. It is particularly good on the poet's reactions to

the growing Troubles in the early Seventies and gives a convincing and clear account of the later, more difficult work. There are photographs, maps of Northern Ireland, a glossary of Heaney's more archaic terms, as well as brief notes on the politics of the province and on chronology of recent events.

As an account of Heaney's poetry there is nothing that is new here (Neil Corcoran's *Faber book* keeps poll position), but for those who want their literature studies to be relevant and who are willing to take the complexity of Irish history by the horns, the book provides a useful discussion of the work of the best poet writing in the British Isles today.

Martyn Crucefix

## Notebooks

Penguin have even flogged the covers of their *Pennnotes*, originally aimed at the O level and CSE market, with the message "Suitable for GCSE". And so the latest titles seem to be, although the exam itself is not so much as mentioned in the guides to *The Go-Between* (0 14 077064 X, £1.50) and *The Royal Hunt of the Sun* (0 14 077068 2, £1.50). In the notes to the perhaps more frequently-set *Billy Liar* (0 14 077060 7, £1.50), however, it is. The specimen exam questions are, rightly, pitched at a general level, inviting reference to a range of texts.

New in the *Longman Study Texts* series are complete editions of *The History of Mr Polly* (0 582 33190 0, £2.25) and *Androcles and the Lion* (0 582 33091 2, £1.95) and a selection of 10 Somerset Maugham *Short Stories* (0 582 33187 0, £2.25). Once again, the format remains unchanged. The complete text is buttressed by some brief notes and introductory material; there is no mention of exams at all, but the books still offer considerable value for money.

Loftily disdaining matters as pedestrian as question-spotting and even mere classroom teaching, Penguin's *A Level Masterstudies* series continues on its exemplary way with a further batch of titles. Kenneth Muir follows up his *King Lear* with an equally splendid study of the currently rather fashionable Anthony and Cleopatra (0 14 077147 6, £1.95). Useful too are the new *Masterguides* to *Barchester Towers* (0 14 077161 1, £1.95) and *Golliver's Travels* (0 14 077148 4, £1.95), but teachers and students alike will reserve the warmest welcome for David Nokes' study of Joseph Andrews (0 14 077153 0, £1.75) and Alan Gardiner's sympathetic companion to at least some of *The Poetry of William Wordsworth* (0 14 077160 3, £1.95).

Nicholas Tucker

Hugh David

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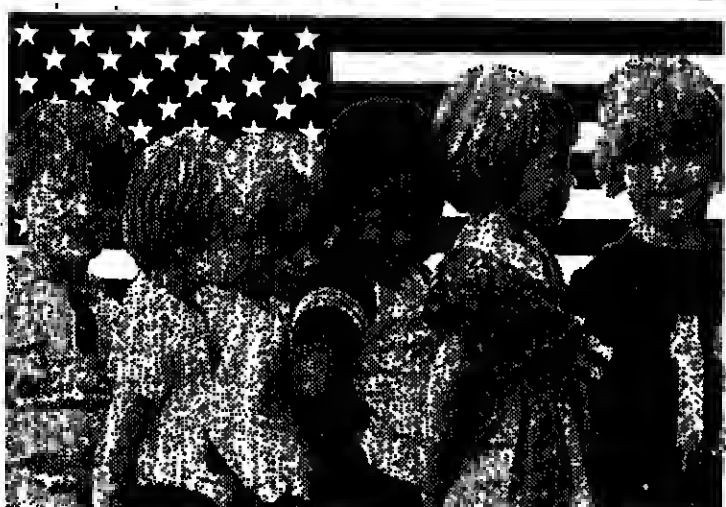
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## THE TIMES



## Best or bust

As the new term begins, American parents prepare to camp overnight to register their children in the most popular schools. Next week *The Times* looks at US plans to extend parental choice and asks: could it happen here?



and regularly in *The Times*, Peter Ackroyd (left) on books, Bernard Levin on the way we live now, David Miller on sport, Frances Gibb on the law, John Clare on education, Barbara Amiel's viewpoint, Paul Griffiths on music, Clifford Longley on the Church, David Sinclair on rock, John Higgins at the opera, the unique *Times* crossword... and much more

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## Television

## Sumo secrets

The Japan Season  
Channel 4 September.

In a bar near Sloane Square, East and West meet in the shape of two young men with a microphone for a painful rendering of "Yesterday", while their City colleagues discover the effects of raki on their chapstick lips. "They are the leaders now... and I think they're here to stay for a long, long time." Northwards, in Chantry Durham, they are flying kites over the decayed remains of Britain's industrial past, hoping to pull in jobs and wages. "You must have heard before that Japanese people think of Europe, and Britain, as an enormous museum," the visitors believe we lack discipline and a capacity for hard work. It is up to us to prove otherwise. On a YTS scheme, the young unemployed of the North-East have their first encounter with sushi, as they vie for selection on a trip to Japan: "Is that seaweed? I like that; tastes like pork crackling."

Sue Clayton's *Turning Japanese* (September 14) is a wry look at the industrial and cultural invasion of the North-East. She started filming after a visit with a super-8 camera to the 1986 Japanese Festival in Washington, County Durham, finding mixed feelings both in the last population, and among the Japanese families exiled here, about the internationalization of Japanese industry. She has traced survivors of a Japanese community settled in the area for more than a century, and is anxious not to appear hostile or one-sided. With little direct commentary and much intelligent cutting, the film exposes the ambiguities behind the meeting of cultures.

*Turning Japanese* forms part of Channel 4's month-long season of films from and about Japan. What inspired the initiative? Did someone up there decide that we *want*, or that we *ought* to know more about Japan? The mixture of documentaries, quizzes, Sumo wrestling and opera (and as well as soapy), suggests a bit of both. The Japanese are great viewers, but not cultural imperialists. They now have a major role in British finance and industry, so it will do us no harm to learn more about them and, at the very least, to modify the idea that their television is entirely devoted to humiliating game shows.

And while we're on the subject of demeaning television, just imagine a



Model Sayoko Yamaguchi featured in *Fashion*.

European TV profile of a fashion model. When *Fashion* (TV Tokyo, September 3) interviewed Sayoko Yamaguchi, they forgot to mention her vital statistics. To investigate her sex life, or to try for a glimpse of her boobs. Instead, they asked her questions like: what does she think about when she is working? Is it a lonely job? What do clothes, acting and art mean to her? What are her views on religion? *Religion?* Here, models have figures, Julia Neuberger has religion. Subjects and attitudes may differ, but the forms of television are much the same. A documentary is a documentary and is, in the case of *The Japan Project* (NHK, August 31, September 7 and 14), a little slower than we may be used to, lingering over the production processes on which a British camera team might briefly establish context before moving to something more sexy. Is the apparent fascination with boardrooms and factory floors a matter of *wau* or *oighi*? It is easy, however, to understand

the obsession with nuclear power. NHK won the Italia Prize two years ago with *The Nuclear Holocaust* and last year got a special award for Chernobyl (September 21). No pretext was needed to bring us this important and informative documentary. Still, it was a clear case of *oighi*, and it is the *oighi* that Channel 4's press office have tended to make available for preview. The fun is yet to come, in the *The Singalong Show* (Tokyo TV, September 17), the drama series *Island* (NHK, from September 3) and the Samurai stories (Fuji TV, from September 3). We started with a delightful cartoon (*Little Girl on the Farm*, Fuji TV, August 31 and September 6) and a first bout of wrestling. "You know some of those Sumo wrestlers are so fat they can't wipe their own bums," my daughter informed me, looking with distaste at the screen. They won't be invading her on any cultural exchange, that's for sure.

Robin Buss

## Lit Comp

Competition No 94.  
Report by Charybdis.

Competitors were asked for part of a newspaper article, report or review, embodying some amusing misprints - or mishearings if the copy was phoned in.

There were several hazards. The crisis must not seem overly contrived. Many of the blunders you cooked up were over so ingenious but sometimes a little too self-consciously so. Nor must the pudding be over-egged: the effect is less funny if the whole piece is a consistent quagmire of gibberish. The funniest types me usually sudden ones of nonsense in a desert of sense. But then there's the problem of cramming in a sufficient number of misprints in the small compass of words allowed. All in all, it was a tough assignment; and if no one entry seemed to me continuously successful, there were obvious moments in many.

Thus, I was drawn by Russell Lacey's review of a new "work" for "the Loyal Weller" ... a classically piece ... which sepiolites the possibility of "dunce": it sounds rather more intelligible than most hallets I see nowadays. T W Simpson mourned the passing of a "world-renowned industrial niggard" ... a working-class boy made good ... whose good offices "did wonders for 'the Slave the Children Fund'."

Graham Guest struck a typical note in telling us that the Washington press "were quick to condemn the move" ... to stop publication of the book by Spik Hatcher; while D A Prince echoed the experience of all who have had to sit through school pantomimes when she reported that "Tracey Gubhins as Mother Goose wore a foul costume made by her mother" a lady renowned for "her needlework and bitchery".

George Moor's fertile fancy conjured up a remarkable old lady, a "centaurism" ... a former Mistress of the Robins. She received Churchill's personal thanks for her war services. In view of this and the fact that she "always wears a mangle" she was aptly described as "of rare metal" by a local physician. I liked too his Glaswegian spokeswoman (Mrs Edwinna MacCurrie) who declared that "the average set is crossly overwilted".

Audrey Bradshaw's reporter was obviously paying his own tribute to the Creative Accountancy that has recently become such a feature of local government when he commended a "Public Accounts Committee" as "pre-stidgious".

The ever-resourceful Bill Greenwell gave us an account of a gig played by those enduring punks "The Six Pistilles". "They're faking green" was a family comment. Local residents complained and happily about the noise corrupting from the concert. "We stayed in," admitted local pensioners, "with plugs in our ears."

We all know that the SDP has its troubles, but they were hatched in a new light by Mrs Shirley Williams' concern "at the non-erection of prominent members". For its new leader, the party (unsurprisingly in view of this particular failure) needed someone "strong-willed like Dr Owen" ... and a person who was conscious, unlike the Bishop of Durham, Of the need for diplomacy. "These insights, sent across the water by a new competitor from County Down, Kevin F Quinn (please keep entering, Mr Quinn) gave me the best laugh of the whole competition. In another entry, his reporter spoke, not inappositely, of "the right whingers of the Tory party".

Neville Mellon brought us back to other current preoccupations with his "former Prime Minister" alleging that "My five agents interfered with the fun at checkers and down in Street. All my staff were perfectly ready to submit to heavy petting." In view of this, it's not surprising perhaps that "his personal aide" ... special branch contacts "fell in her having to deny 'denials with any intelligent officer, but possibly Harry Chapman pinched her'."

I was delighted too with Jeddah Burrow's afternoon of "vivid green" cricket where "pink knickers on the boundary added a touch of informality. It was not, perhaps, what you might see at Lourdes, but none the less appreciated for that" - I'm sure it was. This is quite apart from the entertainment supplied by a hansom "leg-breaker" ... late of midlife sex.

On the other hand, Gerard Benson's reporter told of "the opening of the new Leisure Centre by the Mayor and Lady Mayores". At a later, more relaxed stage of the proceedings "the new licensed premises, The Dog and Dick, were opened and members of the Women's Equality Group downed pants with the men in an atmosphere of good feeling".

Difficult to adjust rewards to the exact wordage quoted; so I trust all these quoted will be happy with this notice - apart from Kevin F Quinn, who receives £10.

Competition No 96. Set by Charybdis.

In the year of Rupert's centenary, they are now, apparently, selling "Brookeburgers" at the Granchester; though whether "there is honey still for tea" at the Old Vicarage, only its present occupants, Mr and Mrs Jeffrey Archer, could tell us. Up to 150 words of prose or 16 lines of verse please from any dead writer of note (including of course Horace himself) upon the experience of revelling in a slinky either hardship, home or other sort of close association. Don't let them *antidote* be disappointingly - they might just prefer 1987; and don't be afraid of the more recent date (what would Joe Orton think of his blue plaque for instance?). Closing date September 16.

Ann Fitzgerald



Kelth Woodhouse as Stanley in *The Birthday Party*.

of pantomime. West End farce or Agatha Christie. "By forming our own company," says administrator Maggie Russell, "we felt we could choose the material we worked with and have the opportunity to share our love of drama with young people who are often put off Shakespeare for instance, by too much book work."

In their first three years they have built a repertoire which includes fully costumed productions of *Twelfth Night*, *The White Devil*, *Vorone*, *The Birthday Party*, *Waiting for Godot*, and additional performance-workshops of *Midsummer Night's Dream*, *Julius Caesar*, *King Lear*, and an introductory workshop to Shakespeare's plays for younger teenagers entitled, *Enter the Players*.

Their reputation has also grown steadily. "We are now going back to schools for the second and third time, and where teachers have moved they often introduce us into their new school," says Maggie Russell. "When we do school work it's often a whole day (occasionally a whole week) event: a workshop in the morning with one group, lunch with the students, where discussion continues vehemently; and a workshop with a different group in the afternoon. Sometimes this is followed by an evening performance for pupils, staff, parents and friends."

This summer the company mounted a production of *Elizabethan Plays* during the summer holidays. They performed in unusual venues: Hampton, public house, they performed

Enquiries about school workshops can be made by phoning ETP on Learning

## Guiros and koras

Brian Morton listens to 'Talking Books' from WOMAD

When The Beatles came back from India, almost all that came back with them (except for the things hidden in the luggage) was a little shop-worn mysticism and a few sitar effects. These days, jaded rock stars spend less time at the feet of maharishis; they're less concerned with finding themselves than with finding out new ways of making noise. The Sony Professional is the symbol of the new religion and where once the talk was of karma, it's now all about *jit* and *highlife*, *sauk* and *gamelan*, *guiros* and *koras*.

The booming interest in "world-music" is in part a late fruit of the Global Village ideals of the Sixties and in large part a recognition that contemporary pop music has again worked itself into the kind of dead-end that halted it in the Seventies until punk emerged. Now, it looks very much as though the new revolution in Western pop isn't coming from some internal back-to-basics movement, but rather out of an awareness of the possibilities and potential lying in wait in other cultures. From the reggae explosion of the late Seventies to Paul Simon's eclectic and controversial *Graceland*, all the impetus to pop has been from ethnic and "roots" music, some of it run as near as hand as Britton or Southall or downtown Philadelphia, much of it from more exotic distances.

Of all the many contributions to this turn-around in taste and consciousness, none has been more telling than that of World of Music, Arts and Dance, an educational foundation based in Bristol. WOMAD - as it's always known - was set up in 1982 by enthusiasts Thomas Brooman and Bob Hooton and with the help of locally-based rock singer Peter Gabriel.

Initially, it was conceived as no more than an *ad hoc* promotional organization; the aim was a music festival in the old Woodstock/Isle of Wight mould, but with a substantial quota of Third World acts. The first WOMAD festival, held at Shepton Mallett in the summer of 1982, had the kind of line-up guaranteed to turn rival promoters green with envy and accountants grey with anxiety; in addition to Peter Gabriel, there were The Beat, Echo and the Bunnymen, Rip, Rig & Panic, and the legendary Peter Hammill, formerly of Van der Graaf Generator. This was a fair roster of who was hip that year; the innovation was the number of unknown "ethnic" performers who bulked out the programme.

At the close, Brooman and Hooton had a sheaf of rave reviews and an



equal sheaf of unpaid bills. Peter Gabriel stepped in at the decisive moment, temporarily rejoining his old band Genesis for a benefit concert on WOMAD's behalf. In 1984, in order to protect a side of its work that was growing in importance, the organization became an educational charity.

The first WOMAD festival had featured a fantastically successful children's day in which hundreds of kids from Avon and Somerset had come along to listen to and take part in a range of music they were unlikely to have encountered on Top of the Pops. At the same time, WOMAD issued an ambitious teaching pack, with cassette and notes, offering a rapid CooKs Tour of world musics, ranging from African drumming to Balinese gamelan orchestras. Though the pack continued to sell until 1986 (supplies ran out) it was deemed too expensive to reissue, and there was a growing recognition that this first venture had sought to

run before it could properly walk. Very simply, much of the material was too complex. Publicity officer Suzanne Parkes recalls talking cheerfully to a group of Avon primary teachers about the lessons to be learned from the playing of the Mallen kora-player Toumani Diabate, entirely oblivious of the fact that none of them knew what the 21-string, gourd-based kora looked or sounded like.

At present, and having survived a threatened withdrawal of financial support by the Manpower Services Commission, WOMAD is preparing a new multi-cultural resource for teachers under the heading *World Music for Schools*. This will provide a full term's lessons directly geared to the new GCSE music syllabus. It takes the form of five booklets and two C90 cassettes. The first volume will look at rhythm, offering recorded examples and practical exercises.

Participation has always been part of the WOMAD ethos. At the festivals there has been little of that traditional separation of performers and audience (the untouchable superstar, Madonna a speck at 300 yards); bands have invited children to join them on stage and when this has offended health and safety sensibilities they've abandoned the stage altogether to perform - as they would in Africa or Asia - in the midst of the audience. Even where the concert setting has been more conventional, as in WOMAD's highly successful promotion of a Drummers of Burundi tour, everybody dances. It's a while since that happened at a rock concert.

WOMAD's series of "snapper" records, the "Talking Books", have the same participatory feel. At a time when rock hands, whimsy less and less on actual instruments, give away less and less on the sleeve about who plays what, the "Talking Books" come with explanatory and background essays and with instructions on how to make your own percussion, wood flutes, how to practise flamenco strums, and so on. There are now four albums in the series: "In general Introduction", then approaches to Africa, Europe and Asia - and more are scheduled to cover the Far East and the Americas. There is also a special *This is WOMAD* compilation.

The organization has informal ties with the Commonwealth Institute, the (Edinburgh) Commonwealth Arts Festival and the National Sound Archive. This October, though, has been dedicated World Music Month. WOMAD is joining forces with other ethnic music labels and with three distributors, the Cartel, Sterns and New Routes, to make a major incursion into the record shops. They're eager to see World Music browser cards, the lessons to be learned from the playing of the Mallen kora-player Toumani Diabate, entirely oblivious of the fact that none of them knew what the 21-string, gourd-based kora looked or sounded like.

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## Christianity in action

The GCSE Pack: Leprosy Mission  
Details from the Communications Dept, Leprosy Mission, 5th Portland Place, London W1N 1DG.

This collection of resources has been carefully designed by the Leprosy Mission for Religious Studies teachers to supplement work already taking place. It is intended as a guide for teachers and pupils rather than for pupils finding their own way. The teachers' notes show clearly where the material will fit in to the existing GCSE syllabuses for Religious Studies (including Wales and Scotland). It really is a most helpful document.

The pack also contains a range of Assignment choices for GCSE, a paperback, *Mister Leprosy*, on the work of Dr Stanley Browne, some substantial leaflets and a newspaper, 18 pages of student resources notes, a map and some further questions. In one sense its very completeness could be a problem for teachers and students wishing to find other sources of information. For some students there will be enough work here for a considerable project and the 200-page paperback may provide a real challenge. The student notes do appear to have a certain sameness about them and students, rightly in my view, are not spared the horror of leprosy and the impact it has in certain parts of the world today.

The Assignment choice cards assume students will be able to use a Bible concordance, then read the stories they are directed to, before writing imaginatively about them. Some pupils will need a great deal of help, guidance and support. Similarly the Assignment choice on Dr Stanley Browne recommends reading *Mister Leprosy* "more than once really to understand this life and work". The paperback is rather turgid and unexciting but it is discomforting to have to struggle to read about a man so deeply committed to both his faith and the eradication of such a dreadful disease.

While this is a valuable resource for the study of leprosy, it is still questionable where it fits into the study of religion. There are biblical references and Dr Browne's faith is clear, but the focus of the pack is to educate about leprosy rather than to explore the purely religious dimension. Nonetheless, it is an imaginative and well constructed pack which will be useful for teachers who are prepared to wrestle with "Christianity in Action", style GCSE courses. Students using it will need help and guidance.

Alan Brown

## Really great plays

secondary idea, a desire to share the actor's learning process, which goes on in rehearsal, with students who are studying the plays academically.

So the company have devised a programme of workshops for schools. In plain rehearsal clothes, they work with a group of pupils (usually between 30 and 50 at a time), taking selected scenes from a play and linking them with commentary and discussion, often acting the same scene twice to illustrate alternative interpretations.

Chris Campbell, who usually leads the workshops, says "we are very careful not to 'push' particular points. Rather, we try to 'open up' the students' horizons and get them to think about moments in the play from several angles."

Teachers have been grateful for this approach. "I think it would be very dangerous," says Anne Fowler, who is in charge of English at Croft Hall School in Warwickshire, "to make hard black and white interpretations of a Shakespeare text, for example, but what this company does is create stimulation and a lot of discussion."

"This is largely the result of the school's own enthusiasm for the material they work with. Now 15 in number, they began with five teachers from Warwick University's Department of Theatre Studies (who are still with the company) who

of pantomime. West End farce or Agatha Christie. "By forming our own company," says administrator Maggie Russell, "we felt we could choose the material we worked with and have the opportunity to share our love of drama with young people who are often put off Shakespeare for instance, by too much book work."

In their first three years they have built a repertoire which includes fully costumed productions of *Twelfth Night*, *The White Devil*, *Vorone*, *The Birthday Party*, *Waiting for Godot*, and additional performance-workshops of *Midsummer Night's Dream*, *Julius Caesar*, *King Lear*, and an introductory workshop to Shakespeare's plays for younger teenagers entitled, *Enter the Players*.

Their reputation has also grown steadily. "We are now going back to schools for the second and third time, and where teachers have moved they often introduce us into their new school," says Maggie Russell. "When we do school work it's often a whole day (occasionally a whole week) event: a workshop in the morning with one group, lunch with the students, where discussion continues vehemently; and a workshop with a different group in the afternoon. Sometimes this is followed by an evening performance for pupils, staff, parents and friends."

This summer the company mounted a production of *Elizabethan Plays* during the summer holidays. They performed in unusual venues: Hampton, public house, they performed

Enquiries about school workshops can be made by phoning ETP on Learning

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## Readers digest

Frankie Lynch samples a range of materials on nutrition



Let's Think About Food 56 audio-visual tape-slides £24.95 + p&p + VAT  
Durwen Audio Visual, Durwen House, Theobalds Park Road, Enfield, Middx. EN2 9BJ.  
Eating for Life 50 audio-visual tape-slides £24.95 + p&p + VAT  
Durwen Audio Visual

Johnny Junkfood 29 minute video £52 + p&p + VAT  
Boulton-Hawker Films Ltd, Hadleigh, Ipswich, Suffolk IP7 5BG.  
The Return of Johnny Junkfood 25 minute video £52 + p&p + VAT  
Boulton-Hawker Films Ltd

Nutrition is a subject which frequently

causes fierce debate. Today we have macrobiotics, fruitarians, vegans, vegetarians, wholefood, freaks, healthy heart diets, those who eat the average Western diet, high in fat and sugar and low in fibre, and of course, the rising tide of fast food and junk food consumers. Who, if anyone, is right? Now, at least for primary and secondary school teachers, there is a surprising selection of materials from which to choose.

Durwen Audio Visuals have produced two sets of tape-slides, *Let's Think About Food* and *Eating for Life*, for 9 to 13-year-olds and 13 to 18-year-olds respectively. As the highly imaginative titles suggest, they discuss food in our daily diets, in a traditional bland way for which nutritionists are renowned, and are unlikely to moisten your taste buds for healthier foods. Slide by slide they make heavy digestion of the five food groups, and the

need for a balanced diet. With scenes like a four-course breakfast - fruit juice, bowl of cereal, boiled egg and toast - all strategically placed on the blue gingham tablecloth; the meticulously packed luncheon box where every morsel of food fits exactly into the container; followed by a piece of dehydrated chicken and highly coloured vegetables, no wonder kids prefer a McDonalds.

The script may be very comprehensive and based on professional knowledge, but Durwen obviously do not have the same flavour when it comes to getting important messages across. They have tried to inject some light-heartedness by using the odd cartoon of happy kids in the countryside on their bikes and the occasional interesting fruit and vegetable, but unfortunately have failed abysmally. It was also quite alarming to see scenes of malnourished children from famine stricken areas of Africa, quickly followed by shelves of plentifully packed goods in our Western supermarkets and to be told "we are lucky". Quite what the moral message was is not clear, but it certainly was out of context, and such lack of sensitivity leaves one with confusing messages.

Each 25-minute tape-slide comes with an accompanying script but offers no teaching notes or student suggestions.

Two of the better films on the market are by Boulton-Hawker: *Johnny Junkfood* and *The Return of Johnny Junkfood*. These animated videos revolve around one character: Johnny Junkfood. In his name, he

Eating junk food is his game. Chocolate, chips, and greasy stuff. Lots of cake 'til he's had enough!

But then Johnny meets Suzy Muesli, who introduces him to "healthier foods", and suddenly his life begins to change. . . . This may sound like an abridged Mills & Boon tale, but it does put across nutritional messages in a highly imaginative, appealing manner with a lot of humour and a very likeable story line. Johnny Junkfood later returns, older and a little wiser and up with the latest fashions. He is back to take us further through the food maze, helping us to sort out fact from fiction; encouraging us to improve our food habits; with the aid of his father and grandmother (all other members of his family have died from disease common to Western lifestyles).

*Johnny Junkfood* manages not only to present basic nutritional guidelines in an entertaining manner, but also to put food and eating habits into context with our daily life. Unlike *Let's Think About Food* and *Eating for Life*, these two videos successfully explore the social pressures, daily norms and practicalities which surround food, and some of the other influences which impinge upon our health. In many ways it is quite a remarkable production which can only be an asset to any teacher dealing with this vital subject area. These highly recommended videos have detailed teachers' guides which give background information, guidelines and suggestions for student activities.

Opting out: Jessica Saraga looks at the resources provided by local education authorities and the implications for schools which leave their

## notes

**SLUGS AND SNAILS**  
Which does a snail prefer to eat - green paper, green crayon, lettuce or broadleaf weeds? An "eatily" to find the answer is among the experiments in *Slugs and Snails*, a new fun-based workbook for primary school children.

*Slugs and Snails*, 50p from Dr David George, Nene College, Moulton Park, Northampton NN2 7AL.

**LAUNCH PAD**  
"Launch Pad" is the Science Museum's permanent gallery of hands-on exhibits and experiments for young people. Now, to help visitors remember some of the things featured, the museum has produced a "Launch Pad Book", containing quiz questions and things to do. Price £2.80 by mail order from the Science Museum, Exhibition Road, London SW7 2DD.

**Next week**

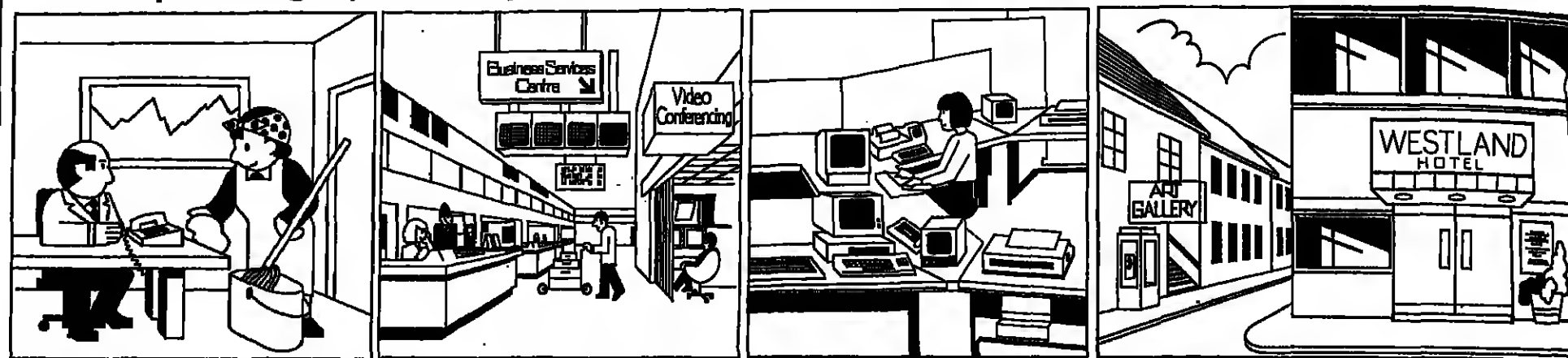
Opting out: Jessica Saraga looks at the resources provided by local education authorities and the implications for schools which leave their



## RESOURCES/SOFTWARE

## Hack on the track

Jacquetta Megarry reviews a pack on telecommunications devices... or a day in the life of a journalist



**Scop**  
Computers in the Curriculum Project Resource pack including adventure game on disc for BBC B, B+ or Master (40 or 80-track) and Research Machines 380Z, 480Z and network. £12.50 (i.e. a licence available) from British Telecom Education Service, Floor B4, 81 Newgate Street, London EC1A 7AJ.

This pack is a novel and imaginative attempt to introduce secondary pupils to the role of telecommunications devices, especially BT products such as Prestel, radio paging, phone cards and answering machines. It was developed by the Computers in the Curriculum Project at King's College, London, in collaboration with BT Education Service. At the heart of the Scop package is an adventure game on computer disc, programmed by Phil Wood of King's College, which simulates a day in the life of a journalist seeking an interview with a millionaire recluse.

Like most adventures, the system has a limited list of verbs it can interpret and it keeps track of your previous actions. The success of typing in commands depends on where you are and what you might be doing. For example, you won't be able to log on to Prestel unless you have read the passwords which are in the notebook in the office desk. There are good graphics of the various locations, and

some sound effects. Generally the programming is of a high standard, as you would expect from this well-established source.

The package was written by Christina Preston of Ashburn High School and edited by David Squires of King's College. It's encouraging to see credits to other Croydon teachers, and to learn that the game was field tested in seven or eight schools. The teacher's guide is concise and clear, and explains how to use the various student materials—mainly a press cuttings file and four information leaflets. These are well presented on A4 card and can be photocopied for class use, though the language level is too difficult for most 11-year-olds even with the help of the odd explanations provided (eg "superficial means surface").

Some of the suggested activities demand outside facilities, and are unrealistically ambitious. In one booklet, the very first reads: "Record a day's messages left on someone's answering machine. What do we discover about their life? Can you make up a radio play from the messages?" Children would have to record their own messages—I really can't imagine how anyone could make a credible or interesting drama from my daily messages, and I start with several advantages—outlets easy access to my own answering machine.

Another booklet presents a poem full of Shakespearean allusions, tech-

nical jargon and double meanings, in small print against a coloured background. The teacher's guide helpfully explains the allusions, recognizing that many teachers might miss the subtleties. While I accept that "students can gain from struggling to understand", I wonder how many would be sufficiently motivated. The suggested activity "try writing a poem with hidden meanings that only young people would understand" again seems challenging.

Following the game sequence also proved unexpectedly difficult. Even with the advantage of the correct path as printed in the teacher's guide, I stumbled at the very first hurdle. "Examine the answering machine" will give you a message... It says, but the request examine answering machine only provoked "Examine what?" Only examine answering machine worked, which seems both inflexible and unhelpful in view of the printed advice.

Similarly, the system wouldn't let me take my press card or radio pager until I dropped the spaces between words. Interestingly, Janet Squires writes that the children did not find the game's literal-mindedness frustrating; maybe their expectation of computer intelligence is already low. My belief is that a system that depends on dumb string-matching should sup-

ply a list of exact forms (and any acceptable abbreviations) and the booklet terminology should correspond. A menu-driven introductory version of the game would be a nice option, especially for younger students and weaker typists.

There were places where the system seemed to place needless obstacles in the way of progress. Consider the frustrations of this exchange: Examine computer. It is switched off. What next? Switch on. Switch what? Switch computer. On or off?

Once you have fought through this, if armed with password you can log on to a pleasing Prestel emulation. However, the advertised shortcut actually takes longer than using the menus and most of the page options aren't available. You can also search a simple text database.

The teacher's guide suggests that each group will need at least two 40-minute lessons to finish the program; my experience suggests that this could be an underestimate. A major flaw is the game's length and inflexibility, as the booklet clearly states, you can't save a partially completed adventure. The advice is that students should keep careful notes so they can retrace their steps. For a game that is bound to overspill even the longest teaching period, this seems most unsatisfactory

—especially as the BREAK key hasn't even been redefined: thus a single touch could lose an hour's work. Continuous note-taking is therefore advisable.

The loading instructions are very clear and comprehensive, with details of all hardware and disc options and how to transfer between formats and run on networks. The review disc worked fine on both BBC B and Master, though B+ and Master users have to switch off shadow RAM to themselves; oddly, booting the disc fails unless you also first select Base, making start-up unnecessarily cumbersome.

The transcript of the Hinton interview is the least convincing part of the whole pack. No competent journalist would begin an interview with a long monologue. "I don't know where to begin. There's so much I'd like to ask... Well, it seems that the past 10 years have been an unhappy time since the break-up of your marriage..." On anyone believe that this would be the response "You're quite right and I've no one to blame but myself and my stubbornness"? Since achieving the interview is supposed to be the culmination of the exercise, it's a pity it didn't take the trouble to make it credible.

At £12.50 the pack is good value for the concept it is excellent. It is a shame that its execution is mixed. Let's hope for an early second edition.

## Lie of the land

Michael J Clark tries out a new database

**GeoBase**  
By Ian Ferguson, G H Hones, P N Richards

Two 40-track discs and four user guides for BBC and RML systems £45 + VAT  
Longman Micro Software, 62 Halfhill Road, Layerthorpe, York YO3 7XQ

A new government report on the handling of geographic information has pinpointed a great need to strengthen awareness of spatial data handling at every educational level. There is little doubt that Lord Chorley, Chairman of the Chorley Committee on Geographic Information, would be delighted with GeoBase.

Lord Chorley has co-ordinated a massive review of the professional challenges posed by spatial data in Britain, from the very obvious examples of the Ordnance Survey and census data, to the huge spatial databases of corporations such as BT, CEGB, British gas and the water authorities. This may seem a million miles from the problems of most teachers, but it is no coincidence that the MEP-supported GeoBase Project at Bath University has led Ian Ferguson, G H Hones and P N Richards to address very similar problems at the very different scale of the classroom.

While spatial data and the Geographic Information System (GIS) approaches that have developed to handle them creatively lie at the heart of the next generation geography, the maps are based on any one subject. A wide range of social and natural science

share the need to record and process data within a map-like framework, and all will derive equal benefit from GIS techniques. The core concept lies in the computer's ability to store many data sets, and to manipulate them so as to combine, select and analyse the information before presenting it as map or processed data set.

Thus, the GeoBase demonstration database on the Isle of Purbeck includes coastline, drainage, geology, settlement, and land use. Each data set can be separately mapped on screen.

**"This is undoubtedly the future direction for all the sciences of spatial data"**

or several can be overlaid simultaneously. The user can specify any section line along which to draw a topographic profile, and can then superimpose other information upon it (a profile with geology, or one with land use, for example). To perform these traditional tasks with ease is in itself helpful. But the major advance lies in coupling these facilities to a broad structured query language which will carry students (and many teachers) for the first time into the world of database interrogation—a fundamental aspect of business, office and research life that has so far eluded most attempts to apply it usefully at school level. The raw statistics on which the maps are based can also be accessed, analysed and displayed. You can even split the screen as to display in

two different formats at the same time. The potential of this approach is exemplified by the fact that more than 50 command words are available, several coupled to numerical variables which control such features as choice of shading pattern, number of classes or class intervals. Language-like command sentences can be compiled.

"Draw altitude with drainage" would be a simple example. These can be default parameters, or optionally elaborated to control presentation (for example, "Shade rocktype equals chalk with pattern").

It is, of course, in the relational operations that the most exciting of GeoBase's infinite variety of facilities is to be explored, so that with the appropriate data set a command such as "Subset housing = council council pensioners, car-owned" really does begin to show the creative side of data handling without requiring any particular numerical aptitude.

GeoBase opens up new horizons in spatial data handling for the educational microcomputer, though its demands on computing power mean that response times are somewhat lengthy. It can be used with the existing demonstration data sets, or—much more meaningfully—with databases created by the individual teacher, perhaps for a case-study or fieldwork area. The possibilities are very challenging, and will certainly require a commitment as the package contains four large user manuals totalling 236 pages. Don't be put off. It takes concentration, but it is not difficult. This is undoubtedly the future direction for all the sciences of spatial data, and GeoBase offers a glimpse for anyone who can afford the time and price.

**MONDAY'S EDITION OF Sane Difference** (September 7, 6.30pm). Channel 4's programme aimed at a general audience but dealing with people with disabilities, charts the progress of some students from the Hull School of Architecture, as they temporarily experience life from the disabled viewpoint.

Spending a day shopping with weights round their waists, cotton wool in their ears, wearing smeared glasses or "something uncomfortable in their shoes" shows them the sort of problems unliking architects of the past have put in the way of people with disabilities.

Nick Baker

## OFF AIR

THE BRITISH Film Institute is offering pump-priming funds lasting three years to L.C.A.s or teacher training institutions, to develop media education work.

Between £7,000 and £8,000 can be made available on the condition that colleges or L.C.A.s match the funds. The idea, says the BFI, is to encourage authorities who have not yet done so to accept the visibility of media education work, by creating advisory posts to help teachers deal with media in the classroom.

The BFI envisages that college posts and L.C.A. posts will have similar remits, although college-based advisers are unlikely to have same teacher training commitment as well as local INSET and advisory work.

So far, posts have already been successfully created in Birmingham, Newcastle and Wigan, and at Christ Church College Canterbury and Trinity and All Saints College, Leeds.

For more details, contact Philip Simpson, Head of Education, BFI, 81 Dean Street, London W1V 6AA (Tel: 01-437 4355).

ONE GENRE much loved by addicts and media watchers alike is the soap. A new concept is being floated at Channel 4's *Brookside* at the moment—the soap bubble. The idea, currently being examined by producer Phil Redmond (who devised the *Grange Hill* format) is to detach a story line, allow it to develop independently in a separate series, then re-attach it to the main plot again. The bubble, which could appear on TV screens before the year is out, is likely to involve young Damon Grant and his girlfriend Debbie in a story of elopement.

Soap opera spin-offs are nothing new, of course. There have been plenty of examples from America, but these develop independently alongside series like *Dallas*. Presumably, these are now to be referred to as fakes.

ALTHOUGH TV advertising of cigarette brands was made illegal over 20 years ago, sports sponsorship still provides over 350 hours of TV time a year, almost all of it on BBC channels. And despite the welcome diminution in sponsored sports programmes, after new guidelines were adopted by the BBC a year ago, the Health Education Authority is nevertheless deeply concerned that the BBC is still playing the tobacco manufacturers' game.

A new report, *The Name of the Game*, selling cigarettes on BBC TV, says that the new guidelines would still allow the BBC the equivalent of 700 30-second tobacco advertisements per year through sponsorship.

Tobacco companies have already been accused of placing people in commentary boxes to remind commentators to use the sponsor's name on the air, and there is still concern that avert breaches of the guidelines—like the one in May, in which a televised under-11s rugby match was played against boards advertising a well-known brand of cigarette—could happen again.

Dr John Roberts, one of the report's authors, believes that the tobacco companies are still "hoodwinking" the BBC. "I can't see any end to it until the BBC says enough is enough and refuses to put cameras where there is cigarette sponsorship," he says. "It won't be long before they have to pull out altogether."

*The Name of the Game*, selling cigarettes on TV, is available, price £3 including postage, from Prevention Department, North Western Health Authority, Gateway House, Piccadilly South, Manchester M60 7LP.

CHILDREN'S TELEVISION  
Nightmare  
ITV Anglia, Mondays 4.45pm.



## Through the looking glass

How literate are children when it comes to reading TV images? Maire Messenger Davies reports

In a recent article in *The Independent*, journalist Ryn Klein enthused about the ability of modern children to understand "complex editing techniques, computer animation and the like. Their literacy of television... is light years ahead of what ours was as children."

Literacy has become a popular term in discussions about media education in schools. Klein defines it as "looking at the way images are presented, thinking about how the adverts fit into the context of the programme, considering how different characters are represented..." However, is this kind of critical analysis really "literacy"? Surely more strictly literacy means being able to understand the characteristic techniques of the medium, "complex editing techniques and the like". By this definition, there is evidence that many young children of nursery and primary school age are not fully media literate at all.

In a recent BFI/DES discussion document on primary media education (*Working Papers Three*, June 1987), five main concepts are identified. The first, "construction", requires that children recognize "the fact that all media texts are constructed, using codes which developed historically and which we learn". How these codes are learned, and methods for establishing whether they have in fact been learned by children, are not dealt with at any

length in the document. Educationists using television as a teaching medium seem to assume that children automatically understand it, without needing the kind of help given in the teaching of reading.

The "most basic" code for constructing stories and sequences in film and TV is montage, the juxtaposition of one shot with another shot to suggest continuity of action. When there is a cut from scene to scene, children need to understand that time has passed and that characters have moved. An American researcher called Robin Smith asked four-year-olds and seven-year-olds to reconstruct simple cartoon films, using the same toys that had been used in the films. A high proportion of four-year-olds could do this, even where the original film had jumped in time and space. But more of the seven-year-olds could do it. Where "complex editing techniques" like intercutting had been used to suggest simultaneous action (alternating shots of trucks driving towards each other), the four-year-olds could not perform the reconstruction at all.

Other research shows that young children misunderstand cuts to close-up. Both German and American researchers have found that infants thought that a character or object shown in close-up was a different, bigger creature than the same character seen in an earlier long shot. Gavriel

Salomon, an experienced Israeli media researcher, found that some children with particular cognitive skills (the ability to relate parts to wholes, as demonstrated in jigsaws) were better able to understand close-ups than children whose skills in this area were less developed.

There are clearly differences among children in terms of media literacy, just as there are with print literacy, and it might be helpful if some of these could be identified. This could perhaps be done by adopting the kinds of reconstructive "play" techniques used by Robin Smith, rather than discussion, which puts inarticulate (but visually-gifted) children at a disadvantage.

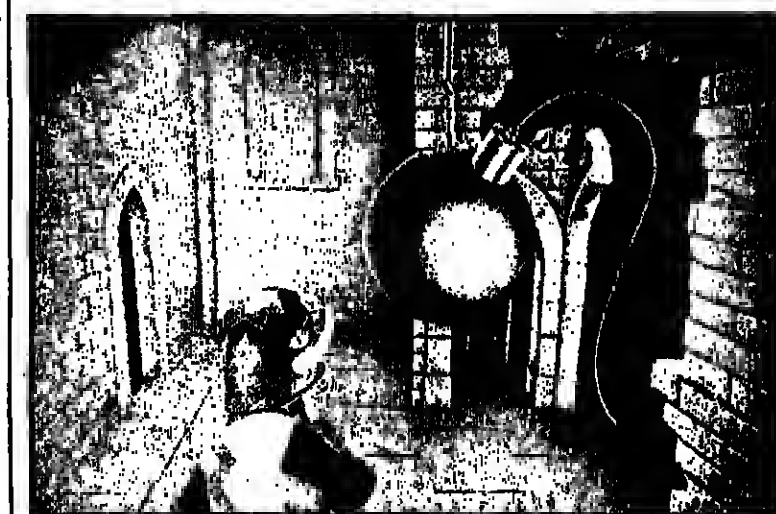
Pictures in television carry a great deal of information, yet children are often tested mainly on the verbal information in the soundtrack. Again, it is important not only to understand "the way images are presented", but the symbolic significance of how they are put together to represent continuous processes.

Grant Noble, in his book *Children in Front of the Small Screen*, describes how only a minority of eight-year-olds he tested, realized that shots of "howlers coming out" and "melting snow" in a film symbolically represented the coming of Spring. He also found that many under-eights had difficulty re-

constructing the order of events in a television story, using still photographs of key points in the plot.

There is plenty of evidence that pre-school children and infants need help to sort out fantasy from reality in television programmes. In a recent book, Aimee Dorr, an American researcher reported a study in which 58 per cent of five and six-year-olds did not understand that characters in a story were portrayed by actors. They thought they were "real". In a study I carried out with six and seven-year-olds on a BBC general knowledge programme, *Conners*, the children were asked whether the presenters were "really on the moon" (in an item about conditions on the moon). Six answered yes, three didn't know, and the rest answered no. When asked how the presenters got there, 38 out of 44 children gave replies like "they were heaped up" or "in a rocket". Four used the word "magic". Only six "media-literate" children replied "they changed the scenery".

Six out of 44 is not many. Can all teachers and parents be sure that the proportions are different among the children they know? Do our children truly understand the medium, as well as the message, every time they watch the box? And what are we doing to find out?



## Computer generation

David Self previews a sophisticated game show for children

CHILDREN'S TELEVISION  
Nightmare  
ITV Anglia, Mondays 4.45pm.

On the television screen, a young boy, blindfolded within his "Helmet of Justice", is trying to make his escape from a dungeon. His way is barred by massive gates. Other dangers threaten monstrous warriors and risk-

ing time bombs for starters. But this is not a scripted drama. It is the latest television game show and the "Dungeon" (as the boy is known) is being guided by three team mates who view his progress on a television monitor.

Superficially it is simply a television version of a role-play fantasy game, which owes more than a little to board games of old. Other dangers threaten monstrous warriors and risk-

"Dungeons and Dragons" and to the many so-called role-play fantasy paperbacks that are on the market—not to mention Tolkien's world of Middle Earth. However, this is no original game which makes full and imaginative use of the medium and of the latest and most sophisticated advances in computer graphics.

The deviser of the game, Tim Child, considered the use of a conventional television studio set or even of going on location to record in a real dungeon. He dismissed both as being too restrictive. "A true role-play game should never play the same twice. A lot of adventure games are based on mapping or solving some sort of maze. This just wasn't good enough for a television series. Even the biggest castle would have become repetitive."

Needing a dungeon that changes shape, indeed is "irrational", the production team opted for a mixture of scenery, animated monsters, and, especially, computer-generated scenery. In practice this means that the Dungeon is simply wandering around a blue void. The "helmet of justice" (so-called because justice is blind) neatly hides the fact that most of the 12 to 14-year-olds who will play the game will not be capable of reacting convincingly to dangers that exist only in a computer.

The explorers' team mates watch the combined mix of action and effects and are further helped (or hindered) by a Dungeon Master (Hugo Myatt). Both Tim Child and the show's producer, Sally Freeman, are aware of the criticism that fantasy games attract. There is, however, an attractive gothic humour as well as an element of fantasy about the game. It can result in "death" and it would seem that there is every chance of three players accidentally obliterating their team mate by failing to solve a riddle or direct him away from a chasm.

Programmes are being recorded only a week ahead of transmission so it is impossible to say for certain how successful the series will prove. Auditions have revealed (predictably) that far more boys than girls are attracted to this sort of activity. The first programmes have also demonstrated that the boys tend to be better at planning strategies and seem to have greater spatial awareness. Nevertheless, all-girl teams will be taking part. It is my hunch that the show could become something of a cult and that Angela will be besieged by groups of all ages wanting to take part, even though it is, that is, a game show without prizes.

## bits

**FROM INFANTS...**  
Two new programs from Chalksoft, for infants and children with special needs, are now available for use on the Concept Keyboard. "Moveword" is an early reading program for four to seven-year-olds. "Numbers and Pictures" provides activities with sprite animation for four to six-year-olds.

Both programs are available for the BBC B/B+ or Master at £13 each, or for the Acorn Compact at £15. Chalksoft, PO Box 49, Spalding, Lincs PE11 1NZ.

**TO UNDERGRADUATES**  
To back up and extend the use of its established "Degree Course Guides", CRAC/Hobsons have produced software covering over 2,000 first degree courses

in 16 different subject areas.

The "Degree Course Guides on Computer" are only available to purchasers of sets or bound volumes of guides. For further details contact Sarah Allen, Hobsons Publishing plc, Bateman Street, Cambridge CB2 1LZ.

**DIALUP DOWN**  
Communications Software have announced a substantial price reduction for their telecommunications package "Dialup Educational" (reviewed June 19). The package can be used on a range of computers to access Prestel Education, NERIS, TTNS and Telacom Gold. It is now available for £59.95 (excl VAT) from PMS Communications, Norfolk House, Smallbrook, Queensway, Birmingham B5

## Computers/IT

Starting next week, news, features and reviews on computers and information technology in the classroom

## NATIONAL UNION OF TEACHERS

## INTERNATIONAL CONFERENCE

THE NEW TECHNOLOGY: INTO THE 1990'S

SATURDAY 31 OCTOBER TO MONDAY 2 NOVEMBER 1987

A residential conference to be held at

Stoke Rochford Hall, Stoke Rochford, N. Grimsby, Lincs.

This three day conference will bring together experienced teachers and educationalists from Britain, Western Europe and the United States of America in order to review some of the major developments in information technology with which education is currently involved, including video, interactive videodiscs, CDROM, data bases, the portability of software and electronic mail and the significance of such developments in schools and colleges in the late 1980's and 1990's.

Speakers from USA, Western Europe and the UK have been invited to lead discussions and to illustrate these developments. The conference will be structured on a plenary/workshop basis and there will be ample opportunity for participants to familiarize themselves with the hardware and software used during the seminars.

The conference is intended for teachers and educationalists with a commitment to development in the field.

This conference is being sponsored for, apart from a registration fee of £10 per person. Please write for an application form and further details to Alan Evans (for the attention of Teacher, Media, Education, Department, National Union of Teachers, Hamilton House, Mableton Place, London WC1R 6DB. Telephone 01-268 6191.



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## Nursery Education

### Headships

### Hampshire

AVENUE NURSERY SCHOOL, Group 1. For further details to: Area Education Officer, North, Portsmouth Towers, Southampton SO8 4XE. We pursue a policy of equality of opportunity. Applications from parents with disabilities, closing date 15th September. (11273) 100010

## Other Appointments

### Berkshire

ROYAL COUNTY OF BERKSHIRE NURSERY SCHOOL, Rees of 885 Oxford Road, Reading RG1 1AS. Required for January 1988 (Scale 1) Nursery Teacher to be responsible for a class of 45-50 year olds who will work with a qualified teacher. We pursue a policy of equality of opportunity. Applications from parents with disabilities, closing date 15th September. (11273) 100010

### Hertfordshire

BOVINGDON INFANTS SCHOOL, St. Lawrence Close, Bovingdon, Hemel Hempstead HP1 1JL. NURSERY TEACHER. Required for January 1988 or earlier. Nursery Teacher Scale 1. Application forms are available from the Head and should be forwarded together with letter of application and curriculum vitae as soon as possible (a.s.p.). Visits to the school welcome. Reasonable expenses may be payable. (130081) 100026

### Oxfordshire

COUNTY COUNCIL, BOWARD FIBRO SCHOOL, Steventon Road, Kidlington, Oxford OX5 1LO. Required for January 1988. An enthusiastic and committed Nursery Teacher currently attached to the above primary school, which has strong community links. Application forms and further details available from the Headteacher (S.A.E. please). This is a rewarding and challenging role. Successful applicants will be offered an Equal Opportunity Employer. (16333) 100026

## Primary School Education

### Headships

BERKSHIRE CHRISTIAN CHURCH C.E. PRIMARY SCHOOL, Milman Road, Reading RG1 1BQ. Required January 1988 Headteacher, Group 4. Application forms and further details available from the Director of Education, 156/157, The Guildhall, Reading RG1 1AA. Closing date: 15th September. (16333) 100026

## EDUCATION

HONEYHILL COMMUNITY PRIMARY SCHOOL, Chadburn, Paston, Peterborough PE4 6DR.

**HEADTEACHER** Group 5 plus Community Allowance. Required for January 1988. Possible housing assistance. Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). (Office telephone number 0733) 310101 ext. 227. Closing date for receipt of applications 23rd September 1987.

Required from 1st January 1988

## HEADTEACHERS

\* Getley Primary School, Group 5, Ref.3116  
\* Berreck Hill Primary School, Group 4, Ref.3117  
\* Meycroft Junior School, Group 4, Ref.3194  
\* Lane End Primary School, Group 3, Ref.3195  
\* Cherry Tree Infant School, Group 3, Ref.3196

Applications are invited from suitably qualified and experienced teachers for the above posts.

\* Re-advertisements - previous applicants need not re-apply.

Application forms and further details available from and returnable to: The Director of Education, Town Hall, Stockport SK1 3XE (061 480 4949 Ext: 3813) (closing reference), by 18th September 1987. (2320)

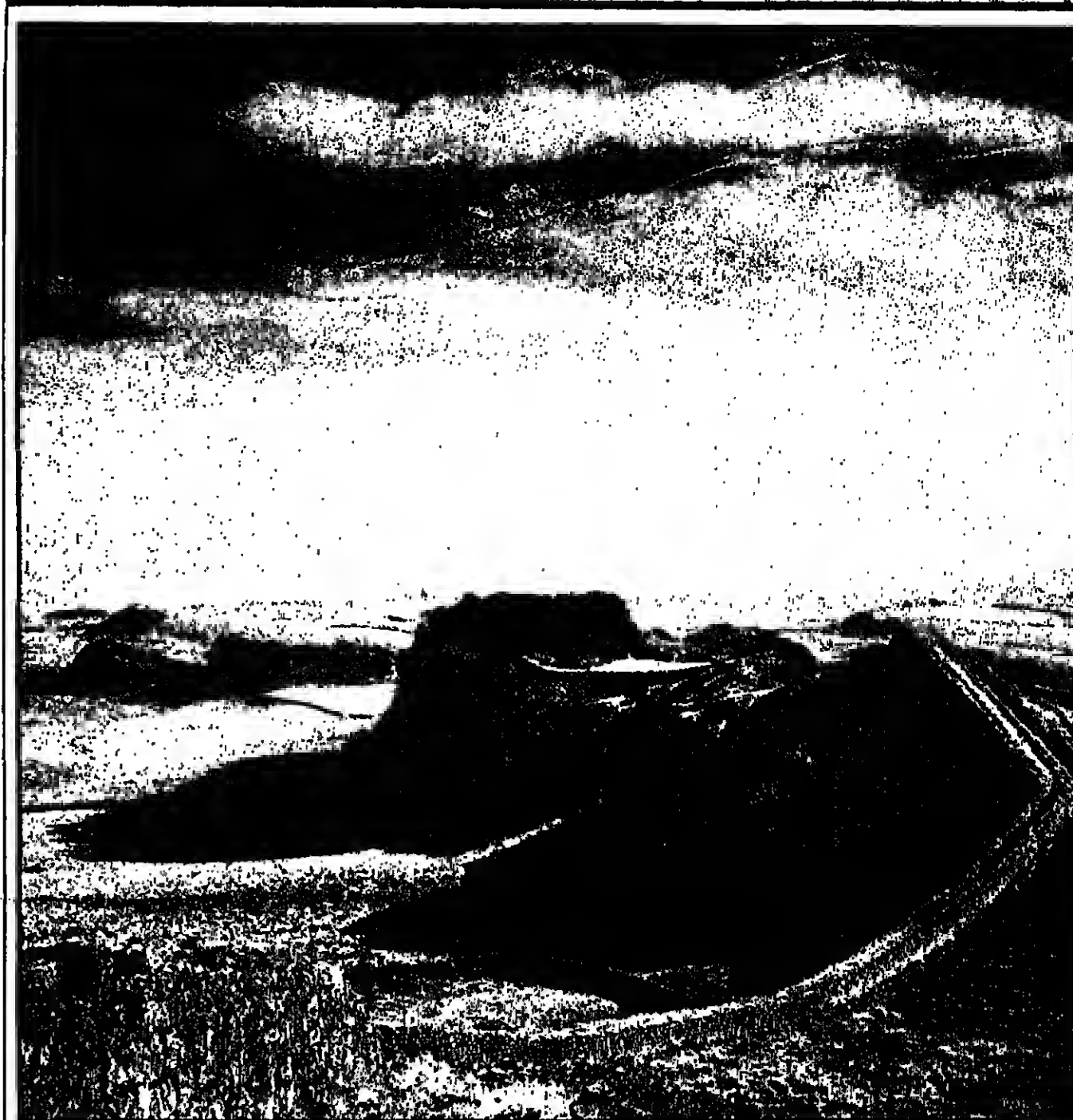
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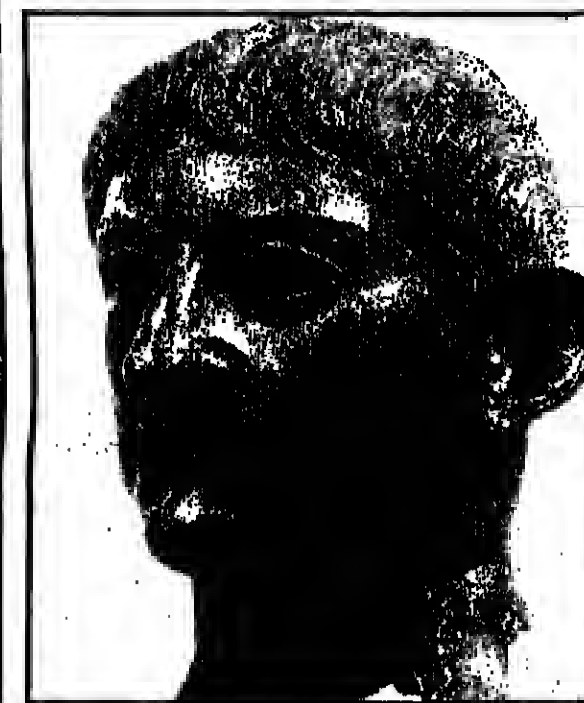
# School Visits

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Left: Hadrian's Wall at Borehamston; above: the Great Dish from the Mithenall Treasure; below: bronze head of the emperor Claudius from the River Alde in Suffolk



Archaeology makes great demands on the imagination if it is not to remain a jumble of stones and treasures, but become in the mind's eye, a forum, filled with togas and legions.

Television, of course, has provided a tremendous stimulus here, conferring status on archaeology with *Chronicle* and the recent series on the Sutton Hoo dig. But I can remember a time when you really had to piece out the imperfections of a site with your thoughts. What an adventure in those years, to play the archaeologist on the site of the Roman station and shrine of Templeborough in South Yorkshire. Scrapping away with a trowel I found fragments of black and red pottery, which I carried off in triumph to join my Roman coins. It may not have been Samian ware, but it looked like it, and as far as I was concerned, was the genuine article.

The following list of activities and sites is designed as an introduction to the Romano-British world for schoolchildren. It makes no claims to being exhaustive and I advise checking on opening times and special school rates before making the trip.

Where to start? Hadrian's Wall has been called, justly, the finest surviving Roman military construction anywhere. The first sight of it as you climb up from one of the stations on the Tyne Valley line is truly memorable. Greatest of boundary markers, it throws a serpentine coil over the crags and striding edges of Northumberland, complete enough for more than half its length to afford a marvellous walk along its crest.

Stanegate, the road laid down by Tacitus' father-in-law, Agricola, parallel to the wall, forms a T-junction with *Wine Street*, the main north-south artery of the legions through

The road to Roman Britain

# Unearthing history

JOHN CROSSLAND

their "wild north", and it still gives access to some of the best walking and climbing country in Britain. At the western end you can match your mind and muscle against Hardknott pass in the Lake District, where the Romans built a fort. As you make your approach through Eskdale, you'll notice clumps of *Cepaea Boletus*, the fungus introduced to Britain by the invader. From the top of the pass there is a vista of Ravenglass, with the remains of a bathhouse, where the crews of the galleys which tied up to the quay relaxed.

On the coast, on the sweep of the purple North Yorkshire moors, can be seen the typical diamond-shaped sets of a Roman road, the Wheelade road (west of the A169, seven miles south of Whitby), down which messengers clattered with news from the Wall outposts, which might be relayed to the galleys out at sea, from the signal station on top of Scarborough castle cliff. Near by is Garton Slack, where an Iron Age chariot was found, probably driven by a Brigantian chieftain, one of whom Tacitus said: "The nobleman drives, his dependents fight in his defence."

The fortifications manned by such fiercely-moustachioed, be-ringed warriors were excavated by Sir Mortimer Wheeler, at Stanwick, five miles south of Darlington on the B6275. The chariot can be seen in Hull

Museum, together with some of the mosaics found in villas on the wolds before the war by the late Tony Brewster. Having identified one villa from a biplane he had rented, and subsequently uncovered a splendid mosaic, he told the farmer on whose land it had been found that he would be back in a few weeks to resume digging. Walking into the local pub a little later, he was horrified to see bits of mosaic hanging behind the bar with the price tags attached. The farmer had been selling off the pavement at a few pence a time and Brewster had to buy the pieces back.

York still has the aura of a capital city, which as *Eboracum* it was, when Britain was split into two provinces in the 3rd century. Here Constantine was hailed as Emperor in 306. It was founded as the base for the ill-fated 9th legion, which simply disappeared on an expedition against the Brigantes. Part of the praetorium of the foundation in 71 has been revealed in the undercroft of the Minster. In the library garden you can see one corner of the legionary fortress, the Roman herringbone courses sharply contrasting with the white limestone medieval stonework.

But as more of modern York is redeveloped, so more of *Eboracum* is uncovered - and ironically the tourist

money flowing into the Jorvik Centre is helping to fund more Roman excavation. Recently, the foundations of Roman timber houses and another section of Roman wall were recovered.

Across the Humber now and into the territory of the Coritani you pick up the Coritani Trail, mapped out by a series of handy pamphlets on discovering Roman Britain. Taking the important legionary fortress and *colonia* of Lincoln (*Eboracum*) as a starting point (the museum in Broadgate houses an interesting collection; and of the city's three Roman gates one, the Newport Arch, still spans a main road). The trail follows the Fosse Way to Wall (*Leioceum*), on Watling Street, which acted as a main supply route from Colchester, across the

centre of the country to the Welsh border. There is a bath house and part of a *mansio* or inn. Rejoining the Fosse Way, you take the A45 to the north of Coventry at Wilenhall, where taking a westerly route brings you to the Lunt at Baginbun, site of a reconstructed 1st-century fort. This is one place where the schoolchild can get a real feel for the power of the Roman war machine.

If the Emine Street Guard, legionary warfare buffs wearing replica Roman armour, are there, so much the better. Commands in army Latin send the legionaries strutting and clanking across the parade ground behind their

eagle, to the braying of the great horns; sentries pace the battlements while other volunteers exercise horses in the excavated dressage circle.

From the Lunt you are well placed on the road system to explore the Roman riches of the Welsh borders and the Cotswolds. This summer an important centre for the study of the Roman military system has reopened after complete rebuilding. It is the Roman Legionary Museum at Caerleon (*Isca*), one of the army's three permanent bases in Britain. The new display, centring on the everyday existence of the 2nd Augustan Legion, includes material from the fortress baths and includes engraved gems.

An attractive side-trip would be to the Dolaucothi gold mines, set in woodland in the Cotli Valley in Dyfed. You can see here the evidence for Tacitus' comment, that "Britain yields gold, silver and other metals to make it worth conquering". There is the infrastructure of a Roman industry - aqueducts, tanks and open-cast pits, which the slaves would have worked.

The north and west gave the invader such a hard time that their tribes were considered incorrigible. For evidence of what Tacitus clearly saw as the result of British decadence, you have to move down to the Cotswolds and the south-west, where the Romans left many vestiges of, and clearly established a taste for, the country "place".

Tacitus regretted that "the population was gradually led into the demoralizing temptations of arcades, baths and sumptuous banquets". The first two are almost uniquely preserved at Bath (*Aquae Sulis*). (I say almost because the baths of the Antonines at Pemmuckle in Turkey provide a very special experience.)

The full impact of the long overdue, but sensitive, restoration of the Roman temple and bath complex at this



EXTRA

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## THE NEXT "SCHOOL VISITS" EXTRA

In the Times Educational Supplement will appear on 19th February 1988.

For details contact: Lesley Griffiths on 01-253-3000 ext. 223

## Unearthing history

continued

first spm is only now being felt. The remains of the Temple of Minerva had been discovered beneath the Georgian pump room. The forum and the official altar of the temple can now be seen as part of a connected tour of this imaginative site museum, which takes in the colonnaded baths, the wum steps disappearing into the caud-de-Nil water. The museum contains many lead votive tablets which were thrown into the springs and warm pools to invoke the power of the presiding deities, as well as some of the 12,000 coins found on the site.

A Saxon invader, discovering the ruins of *Aquae Sulis*, has left us a poem in which he wonders at the "giants" who created such symmetry in stone. "Stood stone houses; wide streams hot from source, and a wall all caught in its bright bosom, that the baths were hot at hall's hearth; that was fitting

Modern Saxons can also see what he meant at Chedworth, near Cirencester (Corinium) where there are remains of a well-sited villa, and at Woodchester in the Stroud Valley, which claims the largest Roman Pavement in Britain.

The splendour of this domestic life-style was made possible by the busy subjugation of the native tribes, as at Maiden Castle, near Dorchester, the Iron Age earthwork excavated by Sir Mortimer Wheeler, where the Britons fought to the bitter end to resist Vespasian's 2nd legion. Many artefacts are on show in the museum in Dorchester including the skeleton of a defender with a Roman *hallista* bolt through his spine.

The south coast, less than a day's journey from the principal continental naval base of Ostia, and a network of roads reinforcing interior lines of communication, permitted a settled, prosperous, thoroughly Romanized lifestyle from the start. As Tacitus pointed out: "Certain domains were prescribed to King Cogidumnus, who maintained his unswerving loyalty right down to our own times."

The rewards of being a client-king under the Romans can be appreciated by turning off the A285, south to Chichester, and west on the A27 to Fishbourne, a mile outside the cathedral city. Regarded as the finest domestic dwelling in Britain of its period, Cogidumnus' palace incorporates the remains of a colonnaded courtyard, a bathhouse, pointed rooms and a garden.

Near Fishbourne, on the "Downland Villas Trail", is the splendidly preserved villa at Bignor, with its 4th-century mosaics, of "Venus and the Gladiators", and Gannymede and the Four Seasons still in situ in glittering grey. It lies just off the old Roman Stane street, near Bury, on the South Downs.

It was an example of the last burst of

Though milk bottles have changed their shape over the years, Liqueur Allsorts, both packets and contents, are still the same as ever. Trivial as changes in labels and packets over the last 100 years may seem at first, when viewed together there is no mistaking the impact that packaging has on everyday life.

Robert Opie's Package Revisited Collection is housed, appropriately enough, in a Victorian warehouse. He began collecting tins and packets as a hobby 22 years ago and now he has a grand total of a quarter of a million of them. About 17,000 are on permanent display at Gloucester Docks, providing pure nostalgia for those of us who can remember the tin of dried eggs or grocers selling biscuits loose by the pound. They are also a vivid lesson in recent social history.

Packets, tins, bottles, jars and posters (in both paper and enamel), most of the times are grouped chronologically in shop-window style displays covering each decade from the 1880s to the present. Brief notes on the significant happenings of the time help to set them all in context.

In one corner of the museum, an old-fashioned shop counter has been reconstructed. There is also an interesting section on wartime products, including magazines and posters, and another on royal souvenirs.

With old metal advertisements round the walls, even the refreshment is a

Hadrian's Wall: the principal sites are: CHousesteads Roman Fort, 24 miles from Bardon Mill on the B6318, with a garrison of 1,000 infantry, walls, gateways, headquarters and granaries, a small museum and magnificent views. Admission 50p. (04984 363).

Chesters Fort and Museum (Chilum), half a mile west of Chollerford on the B6318, with a garrison of 500 cavalry, gateways, commandant's house, headquarters, a particularly well-preserved bathhouse and a small museum. Admission 50p. (043481 379).

Chilstonholm (Vindolanda) Fort, about a mile south-east of Twice Brewed, on a side road off the B6318: a fort of 3rd century AD buildings and walls south of Hadrian's Wall. Apply for entrance to the Vindolanda Trust, 04984 277.

Carrawburgh: Temple of Mithras, 4 miles west of Chollerford on the B6318, is the original shrine of a favourite deity of the Roman soldier. A fine reconstruction can be seen (together with many inscriptions and "finds") in the Museum of Antiquities of the University of Newcastle upon Tyne.

Chilston Turret, a quarter of a mile south of Low Brunton on the A6079 is a particularly well-preserved turret. Chirdoswald Fort, wall and turret, 3 miles west of Greenhead on a minor road off B6318 is a fort for a cohort of 1,000 men. Its east and south gateways are well-preserved.

The Lunt is open from May 23 to September 27 from 12 noon to 6 pm. It is closed on Mondays and Thursdays during term time. Details on 0203 25555 ext 2315.

Caerleon: school parties should contact the custodian, High Street, Caerleon, Gwent. 0633 423134.

Delaucath Gold Mines: underground

tears are available until September 12. A discount of 20 per cent is given to school parties of 15 or over and teachers are admitted free. Contact the National Trust project manager, Delaucath Gold Mines, Pimmsm, Llanwrith, Dyfed, 05585 3549.

Roman Baths Museum, Abbey Churchyard, Bath: special rates for groups. Open throughout the year. 023 61111.

Dorset County Museum: 11 High Street, Dorchester. 0305 62735.

Fishbourne Roman Palace: Salthill Road, Fishbourne, Chichester, West Sussex. Details from the education officer 0243 785 859.

Colchester and Essex Museum: details from the resource centre, 14 Ryegate Road, Colchester. 0206 712481.

The Verulamium Museum, St Michaels, St Albans. 0727 59919.

Museum of London, London Wall, London EC2. 01-600 3699.

The Rescue Archaeology Service since the demise of the GLC, has drawn the independent archaeological units under its aegis. It allows a much more effective apportionment of funds and effort in the capital and takes the responsibility for training very seriously. They are always on the lookout for young field volunteers, who must be over 16, as the difficulties of insuring anyone of a younger age are too great. Details from Flann Macdonald nt 01-600 3699.

Archaeological Club, United House, Piccadilly, York has national links. It issues a newsletter and information on digs. 0904 646411.

Roman civilization before the onset of the Saxon invasions, which the south coast forts of Reculver, Richborough, Pevensey and Portchester were developed to prevent.

But those earliest bastions of Roman power, *Londinium*, *Canolodunn* (Colchester) and *Verulamium* (St Albans) stood four-square behind their great walls to the very end of the occupation. Colchester, of all sites, shows how tenuous the Roman hold could be. The museum there, part of the 11th-century Norman castle, stands directly above the remains of the great temple erected to the Divine Claudius, its podium and marble pillars gleaming in the vaulted undercroft.

The temple ceased to exist when thousands of blond-maddened Iorn tribesmen poured into the *colonia* and sacked it; the thoroughness of their destruction still plain in the layers of scorched material which accompany 1st-century finds there. They showed what they thought of the divinity of Claudius by beheading his bronze statue and carrying it off as booty. Too heavy for easy transport, it was thrown into a river in Suffolk, but is now a prime exhibit in the museum. The

town bursts large sections of Roman wall and gates.

*Verulamium*, tribal capital of the Catuvellauni, and third largest city Roman Britain, is at the south-west corner of St Albans. The low museum in St Michaels, houses mosaics, plaster decorations and various domestic objects. Nearby are portions of the walls and a hypocaust building with underground heating system.

Finally the capital, with its remains emerging, sometimes as a major surprise, under the very earth-mound of the developers: the priory of *Londinium* governing body, the *Curia* of the Roman *ludus*, and sections of road and gate.

Tours regularly leave the Museum of London in the direction to see sections of wall and their attendant outbuildings in the shadow of the overpowering Victorian development.

Despite television, the next generation of archaeologists will still be stimulated by the magical process of sifting and sifting away the legend until to reveal an object, which juxtaposed with other finds in a scientific sectioned trench throws an aspect of textual history into high relief.



good selection of relevant items on sale new tins, boxes and mugs decorated with old slogans. There is also a selection of early commercial labels, including the classic original "Pears' Soap" label.

Robert Opie Collection, The Albert Warehouse, Gloucester Docks, Gloucester. 011 2611; tel: 0452 302509. Open daily except Mondays 10am-5pm. Booked school parties only.

EXTRA



Thirner Abbey

Historic Wales

## Rich in legend

When the National Eisteddfod visits a Welsh town, a circle of standing stones is constructed to mark the event. This 20th-century gesture acknowledges the country's prehistoric origins, and inspires us to unravel 6,000 years of history and imagine what life was like when Anglesey and Dyfed's neolithic standing stones were constructed.

Many of the stones can still be seen. Anglesey, for example, has eight prehistoric burial chambers which give an insight into the religious rituals and culture of the time. Some of the chambers have yielded unexpected archaeological finds, including examples of neolithic abstract art, pottery and an arrow head. It is believed that one of the sites (now below a round grassy mound at Bryn Celli Ddu) has a sacred ring of stones, resembling a smaller version of Stonehenge.

Rumour has it that Dyfed's neolithic heritage at Pentre Ifan shores a common origin with Stonehenge. It is claimed that the Wiltshire site's blue stones originated, like Pentre Ifan's, in Penbroke's Prescel hills. Whatever the connection, however, the Dyfed burial chamber dating from 3,500 ac is one of the principally's finest megalithic monuments.

From prehistory to the more familiar Roman Wales: by AD 100, *Caer* (Caerleon) was firmly established on the banks of the Usk in Gwent. Six thousand soldiers of the 2nd Augustan Legion inhabited the 50-acre fortress, complete with barracks and bath house.

The remains of the 4-foot thick walls can still be seen and a visit to the Roman baths museum (where computer graphics have been used to recreate the site in its heyday) is a good introduction to Roman Wales. The nearby amphitheatre is also well worth a visit. Used mainly for assembly and troop training, it became a sporting arena on special occasions with gladiators hired to entertain the troops.

A thousand years after the Romans established Segontium on the Menai Straits in North Wales, another conqueror marched into Gwynedd, Edward I, irritated by the Welsh princes, decided to construct a chain of fortresses around North Wales to halt the nationalist rebellion. The castles were the high point of medieval military architecture in Wales, and their concentric design contrasts visibly with the simple single towers of the Welsh princes' strongholds in Snowdonia.

It was in the late 1270s that Edward

IOLA SMITH

begon to consolidate his hold on North-East Wales. By 1283 he was in Gwynedd beginning to construct one of Europe's best known medieval fortresses, Caernarfon Castle, modelled on the walls of Constantinople. It became the historic setting for the investiture of the monarch's eldest son as Prince of Wales. The ceremony was last held for Prince Charles in 1969.

Another striking castle is situated at Conway. Built between 1283 and 1289 by 1,500 men, it now houses an Edwardian exhibition. The medieval town walls stretch for three-quarters of a mile outside the castle, with 22 towers and three original gateways. Conway also bears traces of more recent archaeological history, including Telford's suspension bridge and a minute quayside house, reputed to be the smallest in Britain.

Beaumaris, the last and largest of Edward I's fortresses, was built on Anglesey in 1295. Britain's best example of a concentric castle, it was constructed by 2,400 men. The town's Victorian jail has been converted into a prison museum where the cells and treadmill can still be seen. A teaching pack is available from Gwynedd's archive service.

South Wales houses the principal's largest castle. Caerphilly, begun in 1268 by the Norman Earl Gilbert de Clare, is equalled in size only by Dover and Windsor. Its massive gatehouses and moat made it virtually impregnable.

Medieval architecture wasn't all military, however. Religious foundations were springing up over Europe, and in the 12th and 13th centuries Wales saw the establishment of numerous monastic houses. Among the best known is Tintern Abbey in Gwent's Wye Valley, founded in 1131 by Walter de Clare. Despite Henry VIII's dissolution, the Abbey's church survives almost intact. Tintern today houses an exhibition re-telling the monks' story.

Valle Crucis Abbey, near Llangollen in Chwyd, was originally founded by the prince of Powys on illustration of the close association between the Cistercian order and the Welsh speaking gentry.

There is also evidence of the prominent part played by monks in medieval Welsh life at Strata Florida in Dyfed, a monastery renowned for promoting Welsh language and literature. It became the burial ground for the great and the good. Poet Dafydd ap Iwan

is one of the many cultural figures buried there.

A chapel and well associated with St Winefride in Chwyd are among the "Seven Wonders of Wales". The buildings were erected in 1514 with the support of Margaret Beaufort, Henry VII's mother, and the shrine is rich in legend. According to mythology, the daughter of a local prince was beheaded by a nobleman for resisting his advances. At the spot where her head fell, a spring of holy water miraculously appeared.

As troubled medieval Wales settled into the more tranquil modern period, castle architecture assumed a more domestic air. Raglan, constructed in the 15th century, is the product of social grandeur rather than military necessity. In addition to its elaborate drawbridge, it has state apartments, a chapel and extensive kitchens and pantries.

By the time Castell Coch was built in 1870 as a country retreat for the Bute of Cardiff, ornament was all. It looks as if it has stepped straight out of a fairy tale and is often used as a backdrop for historical and horror films.

If the castles are monuments to the mighty, the buildings reconstructed at the Folk Museum in St Fagan's recall the Wales of ordinary people. Authentically furnished cottages, farms and a gipsy caravan are among the exhibits here to re-create the lifestyle of 18th and 19th-century rural Wales. Artefacts in the museum's galleries include agricultural, medical and craft implements, and portray the folk customs, culture and traditions of the countryside.

The woolen and corn mills have been restored to working order, and the blacksmith's forge is still in action. Traditional crafts from coopering to love spoon carving are regularly demonstrated, and children can travel back in time by spending a morning as pupils in the Victorian school room.

St Fagan's Folk Museum can be contacted on 0222 569441. The other buildings are administered by CADW, the Welsh Historic Monuments Association. School groups planning a visit should contact CADW on 0222 465511.

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It's a photographers paradise especially at sunset on the famous Tolland Turl walk also for watching the shipping in the busy Solent.

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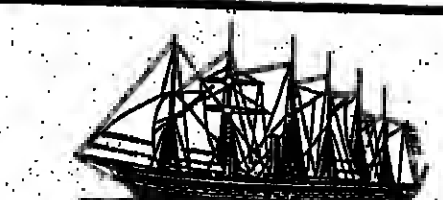
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TEL: (0272) 560680 for party bookings and further information.

Australia's natural history  
Botany bay

SARAH JANE EVANS

The bicentenary of the founding of the first colony in Australia is giving rise to an extraordinary range of activities. My own favourites are the melon nutrition and seed spitting championships at Coominya, Queensland, and the Australian bicentennial police overland camel exhibition. Back home, we're more restrained. St Dunstan's School is off on a centenary cricket tour of Australia next Christmas, and there will be exhibitions over the next 15 months at the Natural History Museum, the Ironbridge Gorge Museum, the Bradford Industrial Museum, the Brighton Art Gallery and Museum and the Tower of London among other places, in addition to the continuing exhibition at Portsmouth.

Following the visit of the Marching Koalas, the next major event in a more serious vein is the opening of Australia 1788 - a mine of botanical novelty, at Liverpool Museum, where there is a remarkable collection of natural history specimens sent back by the early settlers. Dr John Edmonson, keeper of botany, decided to mark the anniversary by concentrating on how the settlers reacted to their new environment, and on the interest in natural history aroused in Britain.

"Most people think of Captain Cook and his trips to Australia," says Camille Davidson, the guest curator. "They think that the first settlement was a penal colony, but I told people went out in the first fleet, and only half of them were convicts. We want to get away from Captain Cook and to show what the convicts and the people in charge of them felt about Australia, what information was sent back and what interested people here."

The information was copious; the naturalist Robert Brown added some

4,200 new plant species to the 300 or so already known. Stuffed birds were sent back - a rare survivor, a rainbow lorikeet, is on display - as well as, on one notable occasion, some live black swans and a wombat. (When the wombat died, its passing was written up in *Philosophical Transactions*.) Sending plants and seeds back live on the five-month journey was a specialist job: the exhibition shows that special job: the exhibition shows that special pamphlets were published to give advice, and that one ship had a greenhouse constructed on its quarter-deck to transport specimens safely.

The exhibition gives an impression of the enthusiasm with which news of Australia was received. For the academic, information was passed on through journals; for the rest, the press, popular songs, travelling menageries, museums, stuffed birds, maps and books, all spread the word. Seeds were sown and special furniture was built to display the specimens. "What fascinated people were the exotic plants and animals, quite unlike anything in the known world," says Caroline Davidson. "It's difficult to understand in the 1980s, when it's no longer the intellectual rage to be fascinated by natural history. We've tried to evoke a world where natural history was a national craze. And we've made a case study, asking what the average Liverpudlian could have known of Australian natural history in 1805 or 1806."

Another part of the exhibition deals with the hardships the settlers faced: a reconstruction of the between-decks at the *Charlotte* shows what life was like. Visitors are also introduced to key

figures in the early days, including Captain Arthur Phillip, the colony's first governor, and Chief Surgeon John White, both eager collectors. John White had a particularly difficult task, for he had to make sure that the passengers on the first fleet survived the lengthy journey in order to be able to create a settlement.

Life was not easy. First, there were no hard woods for building, so the old techniques of wattle and daub had to be revived. Then there were the aborigines, who today look rightly at the bicentennial jamborees. The exhibition brings to life the meetings between the two cultures, and what the British made of the aborigines, using the words of the settlers wherever possible. The exhibition concludes with a video, which brings the story up-to-date, and explains the relevance of the first settlement and the collection to scientific work and tourism today.

Australia 1788: a mine of botanical novelty: Liverpool Museum, September 26-April 24, 1988; 10am-5pm Mondays to Fridays, 2pm-5pm Saturdays; closed December 25, 26, January 1, and Good Friday. Adults 50p, children 25p, group rates no application.

The museum's education department is planning teachers' courses and activities for children. Details from the keeper of education on 051-207 0001 ext 211. The Britain-Australia Bicentennial Committee has a schools linking scheme to twin schools in the two countries. For further information contact Ann Beeching at the BADC, Arthur Phillip Room, Royal Commonwealth Society, 18 Northumberland Avenue, London WC2N 5BL tel: 0311 7529.

## Holst at home

A magnificent 1850 Colford & Colford grand piano, bought for the princely sum of £12 by the composer Gustav Holst, is the centrepiece of the Holst Birthplace Museum in a small Regency-style terraced house in Clarence Road, Cheltenham. Holst was born there in 1874. His father, Adolph, was organist at the nearby All Saints' Church and the family lived in the house until the sudden death of his mother when he was seven.

The borough council bought it in 1974, forming a trust to run it. His daughter, Imogen, who died three years ago, was closely involved with setting it up as a museum and donated most of the Holst exhibits. The basement and upstairs floors have been restored and authentically furnished in late Victorian style with items from the town's Art Gallery and Museum Service.

The grand piano dominates the front room. Holst chose it for its light touch as he suffered from neuritis in his right arm. Around the walls are framed title-pages of his works including *The Planets*, *The Hymn of Jesus*

and the *St Paul's* and *Brook Green* Suites. Otherwise the room has deliberately been kept bare of furniture so that it can be used for informal music-making and lectures.

Visitors can include a short introductory talk on the composer by the Holst Foundation's archivist, Lowinger Maddison. Music students can also arrange to see the extensive documentary material about him which was collected from Imogen and other sources.

Some of his most treasured personal possessions are on display in the back room, including the Gold Medal presented to him by the Royal Philharmonic Society in 1930. Photographs and framed concert programmes trace the stages of his life as a composer. Several are from St Paul's Girls' School in West London where he taught from 1905 till his death in 1934. Many of his compositions reflect his involvement with his pupils, frequently featuring choral sections for sopranos and altos. The rest of the house has been refurbished in period style. Upstairs is the small back bedroom on the first floor where he was born. Typically

Victorian, it has a brass bedstead and patchwork quilt. There is also a Regency sitting-room, with heavy floral wallpaper and dark mahogany and rosewood furniture decorated with brass inlay. In the nursery, dolls, a cradle and other toys are on show, as well as an impressive array of beautifully laundered linen, neatly laid out on wooden shelves.

The stone-floored basement contains an 1880's kitchen and servants' quarters, fully equipped with mangle, wash-tub, built-in corner cupboard and in the pantry, an intriguing selection of cooking utensils. School visitors can try their hand at Victorian-style cooking using the old utensils and traditional recipes. A range of workbooks suitable for children up to about 14, available free. Gillian Thomas

Further details from Education Department, Holst Birthplace Museum, Clarence Road, Cheltenham GL51 2AY; Tel: 0242 43399. Opening times: 12 to 5.30pm, Tuesday to Sunday. Admission is free; guidebook 50p. Holst biography 50p.

## From pit to professor

Male voice choirs and colliery bands were the usual outlets for music-minded miners and iron workers 100 years ago. But one half-crown a week pit boy became Wales's foremost composer, creating nine operas, 300 songs and 400 hymns.

Tracing Joseph Parry's unusual career from pit to university professor is the function of a Merthyr Tydfil museum. Restoration work has transformed the former iron worker's cottage in Chapel Row, where Parry was born, and converted it into a museum to house evocative memorabilia of the composer's life and work.

Pictures, letters and copies of original scores are included, together with illustrations of the influences which shaped his career. They were the

industrial communities of Merthyr, the musical culture of the chapel and America.

The United States was important because it was there after his family moved to Danville, Pennsylvania, that 17-year-old Joseph had his first music lesson. Within three years, the immigrant iron worker was familiar with harmony and counterpoint, and he was winning numerous composition prizes.

News of his achievements reached Wales, resulting in an appeal fund being launched on both sides of the Atlantic to support his studies at the London Royal Academy of Music. Then, after a brief time running a music school in Pennsylvania, he returned permanently to Wales to teach at the University and to compose. In 1905 he was elected to the Merthyr

Heritage Trust, on 7317 or 055 3711.

The museum contains modern tributes to Parry. His life story is the theme of Jack Jones's novel *Off to Philadelphia in the Morning*, and a copy of the book - plus pictures from the ensuing television series, are on display.

Lois Smith

Regional theatre/Christmas shows  
Plenty of Loot

TIMOTHY RAMSDEN

Shakespeare with a look in, Ayckbourn holding firm, Orion the firm favourite; such is the impression of a theatre season which holds out a number of classics, and a variety of newish plays on the contemporary scene against a darker background of shorter-than-ever seasons with longer runs of fewer productions. The life is still there, but less abundantly than before.

Exeter's Northcott (0392 54853) gives Neil Simon's *Lost of the Red Hot Lovers* from September 29 - October 17 and *The Winter's Tale* from November 10-28. Bristol Old Vic (0272 264388) also follows a modernish conclusion, Joe Orton's *Loat* from October 8-31, with Shakespeare, this time *Macbeth*, from November 5 to December 5. If Orton seems evergreen, these are, try Bristol's New Vic production of Dennis Potter's *Brainstorm* and *Truise* from November 4-28. Provoctive - it's the one the BBC wouldn't show till this year because of the scene where a handicapped girl is raped by the devil incarnate - and only for strong dramatic or theological stomachs. Anyone preferring their treacle without brimstone can be safely recommended.

The museum's education department is planning teachers' courses and activities for children. Details from the keeper of education on 051-207 0001 ext 211. The Britain-Australia Bicentennial Committee has a schools linking scheme to twin schools in the two countries. For further information contact Ann Beeching at the BADC, Arthur Phillip Room, Royal Commonwealth Society, 18 Northumberland Avenue, London WC2N 5BL tel: 0311 7529.

Gloucester Everyman Theatre (0242 572573), actually in Clifton, offers *A Streetcar Named Desire* from October 29 - November 24 in the main house following a number of tours, while the home side fields a studio team in a programme including *Much Ado About Nothing* from September 29 - October 10 (following its own country-wide tour), Don Fine's *Everyman* from October 22 - November 14 is about the black American crime writer, Chester Himes, and many prove interesting. Everyman Youth Theatre has a show in the studio from November 18-28.

Worcester Swan Theatre (0905 27322) has the acceptable face of political drama, Breton and Hor's newspaper exposed and study of power, *Pravda*, from September 10-26, followed by a rare Restoration comedy, Sir George Etherege's *The Man of Mode*, from October 1-10. November is given over to productions from the bookshelf, the National Theatre version of *Animal Farm* from October 29 - November 14 and the promise of "mystery, humour, drama" in (would you guess it from that description?) Dostoevsky's *The Idiot* from November 19-28. Presumably a longer evening than the Orwell. Salisbury Playhouse (0722 20333) also has *Pravda* from October 8-31 (not really about Fleet Street if you believe its authors), then Ayckbourn's *A Chorus of Disapproval* from November 5 - December 5. How long will the increasingly bitter Ayckbourn canon continue popular in reps?

Before all this, there's something of a Hardy season at Salisbury, with another of David Horlock's adaptations; this year it's *Tess* from September 10 - October 3, while the Salisbury studio has a celebration of the author's relations with the city, *Melchior* from September 8 - 19 - a kind of "Thomas goes to Salisbury". Flavour of the season *Loot* runs from October 14-31 in the Salisbury, after which the young people's group, Stage 65, present their first brand new play, Jonathan Colville's *The Ladder and the Wall* from November 5-14 - said to be about the games young people play.

Orton, and little else, from the 14 completes a season of plays sharing central women characters and deceptively mild titles.

company at the Nuffield, Southampton (0703 671771), who give *Entertaining Mr Sloane* from October 22 - November 14, then move to a Mills and Boon-bashing *Love Off The Shelf* from December 17 - February 6.

Basingstoke's Horsehoe company at the Hymnmarket Theatre (0256 465661) offer sex and social comment in *Abbot Bloomsdale's* gently bewily *Having A Ball* from October 1-17. This is the one set in a vasectomy clinic, and if you think the title's funny, nothing in the play will shock.

Bleasdale could doubtless do something with a title like *As You Like It*, but it is the genuine Shakespeare from November 12-28. In more sombre fashion, the company moves to Basingstoke's Central Studio at Queen Mary's College, Chiddesden Road to give Athol Fugard's award-winning *Master Harold... and the Boys* from October 28-31 and November 4-7.

Farnham's Redgrave Theatre (0252 715311) offers EM Forster's *A Passage*

14 completes a season of plays sharing central women characters and deceptively mild titles.

Northampton's charming Theatre Royal (0604 24811/32533) early in its second century has a widening range of productions. After *Macbeth* from September 17 - October 10 comes Pam Gems's strident look at the French singer, *Play* from October 15 - November 7, then Willy Russell's Christmas in Liverpool comedy, *Breezick Park*, from November 12 to December 5.

Wolsey Theatre, Ipswich (0473 537251) offers *The Merry Wives of Windsor* from November 11 - December 5. Briony Lavery's *Melchior*, or *The Magical Adventures of Maria Mariani* for 4 to 8-year-olds and described as "a magical mystery tour" plays during the day from November 18 - December 5.

Larry Kramer's strong study of AIDS and society's initial unhelpful to the disease is at Colchester Mercury Theatre (0206 573948) until September 19. That faithful rep standby *Hobson's Choice* follows from October 21 - November 14. Shelagh Delaney's instant Fifties classic *A Taste of Honey* from October 13-24 is confined in the studio, although it must be among the most popular of exam texts.

An American flavour at Leicester Haymarket (0533 539797) with a lesser known Tennessee Williams *Summer and Smoke* from September 9 - October 3 offers sex and sun in the southern States at the start of the century. A Thirties American farce (and origin of a Marx Brothers film) *Room Service* from October 14 - November 14 concerns a down-at-heels theatre company. Are they trying to tell something?

Leicester's Studio has an excellent reputation for its classic plays seasons, but a new venture there, Haymarket Theatre Workshop Productions, will focus on original and exploratory work. Initially that includes American writer Jean Claude van Itallie's play *The Travellers* from September 30 - October 24 about American theatre director Joseph Chaikin and Dick Edwards's look at prisoners of war in Leicestershire in *Long To Rain Over Us* from November 11 to December 12. *Beowulf*, from October 16-18, presents the Anglo-Saxon verse hero in an open-air performance in Abbey Park (in October?) Barbecues and bonfires provided at least.

At Coventry Bolgrade (0203 533055) there's *The Prime of Miss Jean Brodie* from October 8-24. Jollon Garner's new love story set in Ireland and England between 1914 and 1966 *Garrison Angels* from November 5-21 may be worth a visit.

Birmingham Rep (021-236 4455) plays Christopher Sergel's version of *To Kill A Mockingbird* from September 7 - October 3 then has acerbic comedy classical, *The School for Scandal* from October 12-31 - and modern, with *A Chorus of Disapproval* from November 9-28. Nottingham Playhouse (0602 419419) offers *The Normal Heart* by Larry Kramer from September 30 - October 24, then David Brett's version of *Saturday Night and Sunday Morning* from October 28 - November 28.

Anna Castilhe has an interesting programme for her first year at Derby Playhouse (0332 363275) focusing on women protagonists as seen by male writers. *House* from October 22 - November

continued coverage

## NEW SEASON

SEPTEMBER 87 - JANUARY 88

WED 9 SEPT SAT 3 OCT  
**Summer & Smoke**  
by Tennessee Williams  
Directed by...  
TUES 6 OCT SAT 10 OCT

WED 14 OCT SAT 14 NOV  
**THE PHANTASMAGORIA**  
Directed by...  
TUES 6 OCT SAT 10 OCT

WED 14 OCT SAT 14 NOV  
**ROOM SERVICE**  
Directed by...  
TUES 6 OCT SAT 10 OCT

WED 14 OCT SAT 14 NOV  
**FAT PIG**  
Directed by...  
TUES 6 OCT SAT 10 OCT

WED 14 OCT SAT 14 NOV  
**YOU STRIKE THE WOMAN, YOU STRIKE THE ROCK**  
Directed by...  
TUES 6 OCT SAT 10 OCT

WED 14 OCT SAT 14 NOV  
**THE TRAVELLER**  
Directed by...  
TUES 6 OCT SAT 10 OCT

WED 14 OCT SAT 14 NOV  
**THE WAR IN HEAVEN**  
Directed by...  
TUES 6 OCT SAT 10 OCT

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Workshop performance in schools, 14 day session.  
The ideal opportunity for students to discuss the text with actors and the director.  
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THE FIRST EVER PLAY  
20-24 October  
The NUTCRACKER  
2-7 November  
PRIDE & Prejudice  
A new adaptation by David Pownall  
9-11 November  
TWELFTH NIGHT  
10 & 13 November  
MACBETH  
12-14 November  
SHE STOOPS TO CONQUER  
1-12 December  
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SOOTY'S WILD WEST SHOW  
18 Dec '87 - 27 Feb '88  
POLLARD CRICKET SHANE  
BOOK NOW FOR CUP SPECIALLY PRICED  
SPECIAL OFFERS FOR SCHOOLS/ GROUPS/ STUDENTS/ CHILDREN AT MOST PERFORMANCES  
BOX OFFICE: 0274 752000

**Winnie-the-Pooh**  
THE FIRST EVER PLAY  
20-24 October  
The NUTCRACKER  
2-7 November  
PRIDE & Prejudice  
A new adaptation by David Pownall  
9-11 November  
TWELFTH NIGHT  
10 & 13 November  
MACBETH  
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17. This look at five pregnant women's attitudes to a nuclear plant is a witty and provocative show with fine acting and a cappella singing. It's followed by Mel Smith and Bob Goddy's *The Gumbler* from October 28 - November 21.

East of the Pennines, Sheffield Crucible (0742 76922) opens with Clare Venables' production of *The Importance of Being Earnest* from September 10 - October 3. Steinbeck's own dramatization of *Mice and Men*, from October 8-31, is followed by *A Winter's Tale* from November 6-28 directed by Steven Pimlott, whose *Twelfth Night* caused a stir last spring. In the Crucible Studio, there's a new musical by Bob Eaton, who wrote *Lennon. Out With A Bang*, from October 16 - November 7. It is set in McCarthyite, A-bomb-testing America and could provoke foot-tapping and discussion. More setting history to rights, no doubt, in Peter Biddle's satirical comedy *The True Story of the Titanic* from November 13 - December 5.

A solid set of recent London successes at Leeds Playhouse (0532 442111), opening with Julian Mitchell's exploration of links between Thubert public school behaviour and spying for Russia, *Another Country* from September 10 - October 3. Stephen Pollakoff's *Breaking the Silence* runs from October 8-31, yielding to *A Chorus of Disapproval* from November 5 - December 5.

Home of Hull Truck, Spring Street Theatre, Hull (0482 23638), has John Godber's new show *teachers* from September 7 - October 3 and November 2-28.

Following *Macbeth*, which runs until September 19, York Theatre Royal (0904 23568) has Sue (A Mole) Townsend's adult literacy class comedy *Groping for Words* from September 23 - October 17, then Wycherly's comedy of naughty manners, *The Country Wife* from October 21 - November 3, and then Lizzie Brailford's adaptation of H.G. Wells's *The Island of Dr Moreau*, from November 12-28.

On the Yorkshire coast, Scarborough's Stephen Joseph Theatre in the Round (0723 37054) runs the very latest Ayckbourn *Henceforward* until October 31, alternating with *Educating Rita*. From November, there's a new repertoire including *All My Sons* and Mollatelli's version of Susan Hill's novel *Woman in Black*. Details seen from the theatre.

Perhaps the best news from Yorkshire is Harrogate Theatre's (0423 502116) return from the grant-cutting ropes. They come back in style with *An Ideal Husband* from September 2-26, then *Adrian Mole* takes up his pen on their behalf from October 1-17, followed by *The Normal Heart* from October 22 - November 7. Harrogate's season is completed by pieces on two notable showbiz ladies, William Luce's *Lillian* (as in Hellman) from November 12-21 and *Pan Gem's Play* (as in Edith) from November 26 - December 12.

Newcastle upon Tyne folk have an old theatre newly restored from films and flames. The Tyne Theatre and Opera House (091-232 3421) offers Ayckbourn's sombre view of a much put upon woman's wildest imaginings, *Woman in Mind*, from October 14-31, and helps out at Live Theatre at Broadchurch Quayside (091-261 2694) with two new plays on crime and punishment. Tom Fladway's *Yesterday's Children* challenges ideas of guilt and punishment (the author has been writer-in-residence at three prisons), while Arthur McKenzie's *Man in a Bottle* is a first-hand account of police work by a member of the force. Both plays run from October 26 - November 21.

Edinburgh's Royal Lyceum (031-229 9677), a rising northern star, opens with David P. O'Sullivan's view of politicized shopping *Can't Pay, Won't Pay* from September 11-23. *There's A Doll's House* from October 2-24, then comedies *Darkness*, *The Merchant of Venice* from October 30 - November 21, and light *Private Lives* from November 27 - December 12. Glasgow Citizens' (041-429 0022), seemingly permanently in the ascendant, has *The School for Scandal* from September 4 - October 3; Schiller's *Joan of Arc* from October 9-31 and Pinter's *No Man's Land* from November 6-21. The Pinter, incidentally, carries a schools' Playday on a prepared access on November 9. Contact the Lyceum for more information (041-429 5533). The session apparently offers students the chance to direct from the auditorium - a most intriguing offer. This must be irresistible.

Tickets and prices obey new laws at Christmas, so it's wise to check these (and age suitability) before booking.

*Cinderella* goes to the hall at Lincoln from December 19 - January 30, Nottingham Playhouse December 3 - January 16, Sheffield Crucible from October 11 - January 16 and for 5-11-year-olds in Stoke's New Vic from November 25 - December 19. *Peter Pan* flies at York Theatre Royal from December 19 - January 23 and at Newcastle's Tyne Theatre and Opera House from December 7 - January 30; while *Aladdin* robs his lamp up the right or wrong way at Northampton Royal from December 14 - January 30; at Oldham Coliseum from December 4 - January 16; in Giles Haverall's production of *Aladdin and His Wonderful Lamp* at Glasgow Citizens' from December 1 - January 16; and as a local lad in Bob Carlton's *Aladdin Liverpool* from November 26 - January 23 at Liverpool Everyman.

*Jack and the Beanstalk* continue at Coventry Belgrade from December 8 - January 23. Colchester Mercury from December 9 - January 16 and Salisbury Playhouse from December 19 to January 16. *Beauty and the Beast* at Edinburgh Royal Lyceum from December 7 - January 2 and there's a single *Mother Goose* at the Duke's, Lancaster November 30 - January 9.

Two Wind in the Willows, at Frinton Redgrave from December 10 - January 16 and in a new musical version at Mold from December 3 - January 30. *Bed of Old Vic* has a variant with *The Adventures of Mr Toad* from December 10 - January 30. Yellow brick road time with *The Wizard of Oz* at Birmingham Rep from December 7 to January 23 and Exeter Northcott from December 16 to January 30 or in radio doyen Alfred Bradley's *The Scatteredbride Scarecrow of Oz* from December 11 - January 16 at Derby Playhouse.

Wythenshawe Forum Theatre has *Snow White and the Seven Dwarfs* from November 27 - January 30, while Chester Gateway plays Les Miller's *Dick Whittington and His Cat* from December 12 - January 23. Queens Hornchurch has scooped the new David Wood *Tom Thumb* for 11 weeks from December 7.

Books and films are raided, the Arabian Nights for *The Magical Adventures of Shabaz* from December 10 to January 9 at Worcester Swan, while *The Prince and the Pauper* from December 3 - February 6 is at Manchester Library Theatre; *Oliver Twist* from December 1 - January 16 at Hull Spring Street (with the considerably more adult *Bonnie* as an alternative from December 7 - January 16). C.S. Lewis provides the source for *The Voyage of the Dawn Treader* from December 3-19 at Basingstoke Haymarket. In Manchester Contact repeat director Anthony Clark's popular version of Raymond Briggs's *The Snowman* from December 8 - January 23 with Howard Blake's score. Gypsy from December 7 - January 16 provides a musical sensus at Liverpool Playhouse. Ipswich also has a musical with *Hans Andersen* from December 11 - January 9 at the Wolsey.

Bolton Octagon goes for a local setting with David Hulman's *Fangs* from December 3 - January 16, which offers audiences a swirl of adventure and the way from Bolsoo to Blackpool. Holmwood's plays are, however, always worth watching.

Most forthright title of the period is probably *Fur Pig The Musical*, from November 20 - January 31 at Leicester Haymarket, which promises circus, vaudeville and rock and roll, all from Colin McNaughton's children's story. Not every theatre goes for specifically young people's shows: Watford Palace has a period thriller, *The Cat and the Canary*, from November 26 - January 9, while Manchester Royal Exchange revives Pinter's Victorian farce, *The Cribbed Minister*.

Other varied fare crops up in the studios: the Emlay Williams in Theatre Cwyd is to have a Victorian pantomime, greatly different from the modern breed from December 11 - January 9, while Newcastle's Gulbenkian goes for the up-to-fives with Chris Spurgeon's *The Enormously Big Head* from December 9 - January 9.

Definitely more mature audiences are catered for at Derby's Playhouse Studio with Les Miller's *Daria* in the *Big Dick Whittington and His Cat* from December 16 - January 9 and at Sheffield's Crucible Studio, where the unorthodox element is also taken up by their surrealistic event promises to include Jenson's *The Third Prince Daria* and Apollinaire's *Breasts of Theresia* from December 18 - January 9. Who mentioned Christmas?

Pamela Nomvete and David Keys to Jolot Stock's Sanetory

**Northern Ballet Theatre**  
Artistic Director CHRISTOPHER GABLE

**SCHOOL MATINEES**  
Autumn/Winter Season 1987

**COPPELIA**  
Chichester Festival Theatre (0243 781312)  
Thursday October 5 at 2.00pm. All Tickets £3.50

**SWAN LAKE**  
Arts Centre, University of York (02049 67417)  
Thursday October 15 at 2.00pm. All Tickets £4.50

**SWAN LAKE**  
Royal Theatre, Liverpool (051 799 1655)  
Thursday November 6 at 2.00pm. Tickets £2.50

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## THEATRE PREVIEW

Musicals in major venues: one-nighters by a company of three with one plank and an Arts Council guarantee - all part of autumn's rich tapestry of touring theatre, from which it's possible to untie only a few threads here.

Bill Kenwright's shows (playing one or two weeks each) include *Joseph in Plymouth* (September 7), Lincoln (September 14), Birmingham Hippodrome (September 21), Ayr (September 28) and Isle of Man (October 5) and *Blood Brothers* - Hull (September 7), a fortnight at Wolverhampton (September 14) and Belfast (September 28), then a week in Darford (October 12). Richard Harris's dance class London long-runner *Stepping Out* does just that, in Aberdeen (September 7), Stirling (September 14), Manchester (September 21), Preston (September 28), Hull (October 5), Worthing (October 12), Cheltenham (October 19) and Belfast (October 26). Further dates are possible for all these.

The New Vic's *Canterbury Tales* are likely to be the Chaucer at his liveliest and best - at Reading (September 21), Malvern (September 28), Wilmshurst (October 5), Chichester (October 12), Bangor (October 26), Birmingham Alexandra (November 2), Stirling (November 9), Warwick (November 16), Newcastle (November 23), Richmond Surrey (November 30).

Cambridge Theatre tours rural Russian love stories of last century and this, Alexander Vampilov died in 1972 aged 34; his story of love in a Siberian exile *Last Summer in Chulinsk* was successful at Birmingham a few years ago. The Cambridge production goes to Poole (September 29), Southampton (October 5-17), Warwick (October 19), Malvern (October 26) and Cambridge (November 2). Turgenev's *A Month in the Country* follows to Poole (November 3) and Cambridge (November 9-21), as well as visiting Richmond (November 23), Bath (November 30) and Aberystwyth (December 7). Phone (0223) 357134 for details of workshops on modern Soviet Theatre.

Meanwhile Oxford Theatre Company tours *Dr Faustus* from Cheltenham (September 7-19) to Taunton (September 21), Bracknell (October 5), Cambridge (October 12) and Poole (October 19). Co-produced with Tyne Wear Theatre Co, Ayckbourn's *Woman in Mind* goes from Newcastle to Taunton (November 9), Bury St Edmunds (November 16), and Poole (November 23). A set of *Mystery Plays* brings medieval drama to Wolverhampton (December 7), Oxford (December 14 - for four weeks), Warwick (January 11), Cambridge (January 18) and Taunton (January 25).

Familiar titles can turn up the unexpected among smaller scale touring companies. Venues, at one or two nights each, are too numerous to mention - try local arts centres or the regional arts association for precise details.

TAG theatre's dynamic *Othello* tours until October 3, visiting Dundee, Aberdeen, Glasgow, Cumbernauld, Stirling, Kilmarnock, Dumfries, Motherwell, Alloa and Dunfermline while another Scottish company, Communiqué, takes Liz Lochhead's *Mary Queen of Scots* - an Edinburgh Festival sellout and an apparent debunking job.

Orchard Theatre tour *Tess of the D'Urbervilles* September-November in the South West; for four to eight-year-olds *The Mog and Mog Show* follows in Devon (November 18-28), Dorset and Somerset and Plymouth December, with further January dates throughout the area.

Red Shift have made a short evening of a long novel including stoking visual moments in *The Mill on the Floss*, ending its tour at Croydon September 22 - October 3 and Birmingham (October 19-23).

Tara Arts bring *Exile in the Forest*, B Babi's play from the Mahabharata to Deptford, Newcastle Polytechnic (October 7-11), Bradford Alhambra (October 12-17) and Leicester Haymarket (October 27 - November 7). Check by Jowl have *Macbeth* in Cambridge (September 21-26), Wakefield (September 29 - October 3), Southport (October 6-11), Bury St Edmunds (October 12-17), Brighton (October 19-24), Redhill (October 26-31) and Winchester (November 3-7).

Companies confronting social issues include Coventry-based TIC TOC who take Joo Gwai's *Hooligans* (due for Chaoocel 4 next year) to Birmingham (September 21-26), Bridgewater, Bath and Swindon (October 21-24, 28) and Newcastle (November 3-21).



To Kill a Mocking Bird, Contact Theatre, Manchester

Touring theatre  
**Whistle stop**

to Glasgow, London, Highlands and Aberdeen in September. Borders, Fife, Dumfries and Galloway - and Orkney, in October. *Shirley Beggars* from the Medieval Players turns out to be not another urban council application but a potpourri of music, juggling and stiltwalking. It visits Tonbridge Wells (15th), Manchester (16-17) and Scotland in September, then the Midlands (October) and North of England (early November), the south including Winchester and Salisbury, and Hertfordshire (December).

ATC take a version of Marlowe's *Faustus* concentrating on the relationship between the bad doctor and Mephistophilis to West Midlands, Sheffield Crucible (September 15-19), East Anglia (late September) then in early October to Oxfordshire and Cheltenham Festival. Later dates include Hampshire, Eastbourne, Tunbridge Wells and Newcastle upon Tyne (October 28-31).

Kathleen McCreary has rewritten much of Avon Touring's *The Taming of the Shrew* setting it in Mussolini's Italy and using *Commedia* and puppetry as influences. Somerset venues, Milton Keynes (18th) and Cumbria in September. Hants, Dorset and Avon early October, then Cheshire and Lancs (October 9-23) receive Avon's tour. Lincolnshire and Humberside then Yorkshire end the tour.

The glitchof Shakespeare's villainous is a re-examination in Elaine Feinstein's *Leah's Daughters* for the Women's Theatre Group; a play about women, power and manipulation it visits Bittersea (September 23-27) then Bedford, the North West and south, before returning to York and Leeds in late October. Aberdeen, Cambridge, Portsmouth, Colchester, Croydon (November 17-22), and Warwick (December 3-5) follow.

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**Royal Exchange THEATRE COMPANY**  
St Ann's Square - Manchester  
10 SEPTEMBER - 10 OCTOBER  
Half Price preview 9 Sept  
**SCHILLER'S**  
**DON CARLOS**  
In a new translation by James Maxwell  
With Ian McDiarmid  
Directed by Nicholas Hytner  
15 OCTOBER - 14 NOVEMBER  
Half Price preview 14 Oct  
**BRENDA BLETHYN**  
**A DOLL'S HOUSE**  
Translated by Michael Meyer  
Directed by Gregory Hersov  
BOX OFFICE 061-833 9833

**contact THEATRE COMPANY**<



EXTRA

City of London: ancient and modern

# Jewels in the crown

MARSHA HANLON

By 7.30 on weekday mornings, the streets of the City are packed with people en route to the institutions that make London's Square Mile one of the world's financial centres. But next door to such monuments to Mammon as the Bank of England and the Stock Exchange are a wealth of Roman relics, Wren churches and Dickensian alleyways. In this mixture of ancient and modern, history and economics, massive edifices and domestic detail are riches for school groups visiting the City.

Unless otherwise indicated, attractions are open from Monday to Friday, at least between 11 am and 4 pm. Phone numbers should be prefixed by 01 from outside London.

## TOWER HILL UNDERGROUND TO THE THAMES

Tower of London, Waterloo Building, EC3N 4AB

Construction on this 18-acre site was begun in 1078 by William the Conqueror. Subsequent monarchs added to the palace, fortress, prison and treasure house, which now contain the Crown Jewels and Royal Armouries. Group rate: Free September to April. (Fee charged May-August only.) Facilities: Sample worksheets for various age groups and teachers' information notes available in advance. Films and slide shows also available. Talks can be arranged for special projects, but no guided tour. Picnic area and light refreshments in grounds. Restrictions: Minimum age seven; at least one teacher per 15 pupils; max-

imum in group 100. Booking: Telephone 709 0765 ext 235 to check availability of dates, then write to the Receiver of Fees.

## Tower Bridge, SE1 2UP

The overhead walkways have reopened after 7½ years; now fully glazed, they provide panoramic views over London. Although the original steam pumping engines which operated the bridge have been replaced by electricity, one is kept working in the museum, which also features exhibits and videos explaining the history and design of the bridge.

Group rate: Adults £2, children (to age 15) £1. One free admission with every 10 paid, plus 20 per cent discount during 1987. Facilities: Self-guided tour takes 45-60 minutes. Items of interest are captioned and students are available to answer questions. Booking: Telephone 407 0922 nr. 403 3761

## HMS Belfast, Symons Wharf, Vine Lane, SE1

The Royal Navy's largest cruiser saw active service from 1939 to 1963, and is now a floating museum. Visit includes engine room, mess deck and gun turrets. Younger children can climb into gun turrets. Lectures on maritime topics available for older children. Group rate: Adults £3.50, children £1.25. One adult free with every 10 children if booked in advance. Facilities: Two-hour tour geared to age group, worksheets available. Booking: Telephone 407 6434, ask for schools officer. Arrive via London Bridge BR Station and gangplank, or by ferry from Tower Pier 407 6436.

All Hallows-by-the-Tower, Byward Street, EC3

The foundations of this church date from an 875. The crypt has a Roman pavement and a model of Roman London. In 400, St. Dunstons viewed the Fire of London from the tower (no longer safe for climbing). There is also a Brass Rubbing Centre with fusible brasses. Group rate: £10 for 20 or more, extra charge for brass rubbing materials. Facilities: Guided tour, open space for picnics. Booking: At least two weeks in advance. Telephone 481 2928

## BORDERED BY UNDERGROUND STATIONS ALDgate, LIVERPOOL STREET, MOORGATE AND MONUMENT

Bank of England, Threadneedle Street, EC2

"The Old Lady of Threadneedle Street" (designed by Sir John Soane in the 1790s) holds the nation's gold reserves. Threadneedle Street probably got its name from a signboard depicting three needles; a needle seller's shop, perhaps, or a property belonging to the Needle-makers' Company. Group rate: Free. Facilities: Three tours a day, each lasts 1½ hours. Includes history, a look at the staircases, a film on the role and function of the bank and a question and answer session. Restrictions: Minimum age 15, maximum in group 20. Booking: Two or three months in advance. Telephone 601 3832 and ask for Public Liaison Group.

## Stock Exchange, Old Broad Street, EC2

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Further details can be obtained by telephoning 040-922 785 or writing to: Northlew Grange, FREEPOST Northlew, Okehampton, Devon PL20 1YZ.

copies of the City trail, a 40-minute walking tour of major City institutions, with factual questions for children to answer.

Glance down Ball Court (next to 39 Cornhill), a Dickensian alley where Simpson's Chop House has been feeding City gents since 1757. Nearby is Leadenhall Market, still operating within its impressive Victorian glass and iron structure. The "leat" of its name derives from the lead roof of the 13th-century manor house which stood here. Soon after, it became the market where all but City-born traders had to sell their poultry, because "heretofore folks bringing poultry to the City have sold their poultry in lanes, in the hostels of their hosts, and elsewhere in secret, to the great loss and grievance of the citizens, and at extortionate prices". Eventually, "foreigners" were allowed to sell other goods here.

Lloyd's of London, Information Department, Lime Street, EC3M 7HA At the extraordinary new Lloyd's building, designed by Richard Rogers of Pompidou Centre fame, architecture, history and insurance are all explained in a comprehensive, multi-media exhibition which opened in November 1986. Visitors can see brokers and underwriters at work, view a detailed model of the cathedral-like building and learn about weird and wonderful items insured by Lloyd's over the years. The ultra-modern building with its glass lifts also houses historic items, such as the Lutetia Bell, rescued from a shipwreck and still rung on special occasions. Group rate: Free



St Paul's Cathedral

Facilities: Begins with reconstruction of Edward Lloyd's Coffee House (London meeting place of shipowners in the 1680s, where financing and insuring of ships took place), then traces the rise of Lloyd's to the present. Self-guided tour with taped commentary and attendants to answer questions. Termly newsletters available for follow-up lessons. Booking: Telephone 623 7100 ext 5786

Visit one of the many churches designed by Sir Christopher Wren, such as St Peter-on-Cornhill, the oldest church site in the City (626 9483) or St Michael-on-Cornhill, (626 8841). Or see the 13th-century St Helen's (283 2231) with its monuments to City worthies. City churches provide oases of calm, and many have pleasant and spacious churchyards, where packed lunches may be eaten.

## The Monument, Monument Street, EC3

Inside this 202-foot high, 17th-century Doric column built to commemorate the Great Fire of 1666 is a 313-step spiral staircase leading to a viewing platform with a panoramic view of London. In Dickens's *Marvin Chuzzlewit*, Tom Pinch says visitors about to ascend and says: "They don't know what a masterpiece it is. It's worth twice the money to stay below". Group rate: Adults 50p per person, children 25p. Facilities: Information sheet available at Monument, or in advance from the Public Relations Department. Guided tour: Telephone 606 3030 ext 1902. Booking: Not necessary

## BORDERED BY UNDERGROUND STATIONS MOORGATE, MONUMENT, MANSION HOUSE, BARBICAN

Museum of London, London Wall EC2Y 5HN

Reconstructed scenes show 2,000 years of the capital's history, arranged chronologically. Group rate: Free. Facilities: Lessons can be requested. A range of specific worksheets and drawing sheets can be purchased in advance (7p each, free samples available). A 28-page activity guide (75p) is recommended for children aged 9-13 on a general visit.

Restrictions: Closed Mondays. Booking: Written application should be made three months in advance. Write to the education department for information and booking forms. Telephone 601 3699 ext 200

From the Museum to the Tower of London there is a 1¼ mile London Wall Walk. Panels along the route explain surviving remains of the City wall, and drawings reconstruct vanished elements. The walk, which takes one to two hours, can be followed in either direction.

## Barbican Centre, Information Desk, Level 5, EC2Y 8DS

Named for the barbedent, or watchtower, which provided extra fortification just outside the City's walls, this arts complex opened in 1982. Group rate: Age 15 and up £1 per person; age 12-14 75p; age 8-11 50p. Accompanying adults free with groups of 10 or more. Facilities: One-hour guided tour at

building's history. Further information from the Public Relations Department, telephone 606 3030 ext 1902. Restrictions: Maximum in group 50. Booking: Six months in advance recommended. Telephone 606 3030 ask for Keeper's Office.

St Mary-le-Bow, Cheapside, EC2

Cockneys are supposedly born within the sound of the bells of this Wren church, and the same bells led Dick Whittington to make his name and fortune in the City. The "bow" refers to the stone arches or bows of an earlier church on the site. "Cheapside" is derived from the Old English word for market, and nearby street names (Bread, Milk, Poultry) suggest what was sold here. Group rate: Free. Facilities: Visit the ancient crypt and hear the bells (now an electronic carillon). A primary school pack (small charge) contains cut-out models of the bells. Restrictions: No visits between 12 and 2 on Tuesday, Wednesday, Thursday. Booking: Telephone 248 5139

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St Paul's Cathedral, EC4

Sir Christopher Wren's masterpiece was built to replace a church destroyed in the Great Fire of 1666. The crypt contains Nelson's and Wellington's tombs. The interior of the dome contains the acoustic marvel of the whispering gallery, and higher galleries offer panoramic views. Group rate: Church free (donations welcome); whispering gallery and crypt 50p. Facilities: Retired teachers conduct 1½ hour tour, geared to age group and interests. Booking: Telephone 236 4128 nr 248 2705

Children from 14-17 accompanied by an adult may watch trials at the Central Criminal Court (Old Bailey). Free, no advance booking. Telephone 248 3277

## Post Office, King Edward Street, EC1A 1LP

This sorting office is notable for its Roman wall, and for the underground railway which carries post between Whitechapel and Puddinginn. Group rate: Free. Facilities: Guided tour. Restrictions: Tours 10.30-2.30 Monday-Thursday. Minimum age 10, maximum in group 20. Booking: Two or three weeks in advance. Telephone 239 5024

National Postal Museum, next door to the post office

The museum has a collection of old pillar boxes (viewable by advance request) as well as an extensive collection of stamps. Group rate: Free. Facilities: Guided tour and choice of films geared to age group. Takes one hour. Restrictions: Tuesday-Thursday only, 11 am to 2 pm. Booking: Two weeks in advance, telephone 432 3851

Across the street is the Postman's Park with its G F Watts art nouveau tiles commemorating the noble deeds of ordinary Victorian people.

At West Smithfield (originally "Smith's Field", and the site of jousts and burials at the stake) is St Bartholomew's Hospital. Known as Bart's, it was founded in 1123 by Rahere, a courtier of Henry I, in gratitude for his recovery from illness. He also built a monastery here and became its first Prior. After dissolution, Henry VIII enabled the hospital to continue. St Bartholomew's Fair was a popular annual event until it became so rowdy that it was stopped.

During the Fair's heyday, drapers and tailors set up booths in nearby Cloth Fair, and many settled there permanently. A rare survivor of the Great Fire is a house with two-storey bay windows of timber; a design forbidden after the Fire.

At Smithfield Meat Market with its ornamental Victorian ironwork, a tour and talk can be arranged for those over 16 (236 8734). Younger children aren't welcome, as the fast pace of the market makes it dangerous.

St Bartholomew-the-Great, West Smithfield EC1, is part of Rahere's Priory church. Its 13th-century gate has been restored, and the remarkable

ancient building contains Rahere's tomb. Telephone 606 5171

St John's Church, St John's Square, London EC1

Rebuilt in 1504, the gateway (in St John's Lane) was the main portal into the Priory of the Knights of St John of Jerusalem. Across Clerkenwell Road, the well-preserved church crypt (dating from 1140) is still used by the St John's Ambulance Brigade for ceremonies, making it ideal for a lesson in continuity and change. Group rate: Free, but donations welcome. Facilities: A guided tour is geared to age group. Worksheets are available, and others can be prepared on specific topics. Booking: Telephone 253 6644



Tower bridge

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subsequent follow-up have to be planned carefully.

The Education Service at English Heritage has a staff of advisers who have worked in schools and they will give whatever help you need.

They can, for example, supply notes, guides, videos etc. and even give help in arranging drama and role play on site.

For a more detailed description of the free visits scheme and material available, write to:

Andrew Cridford, Education Service, English Heritage, 15/17 Great Marlborough Street, London W1V 1AF

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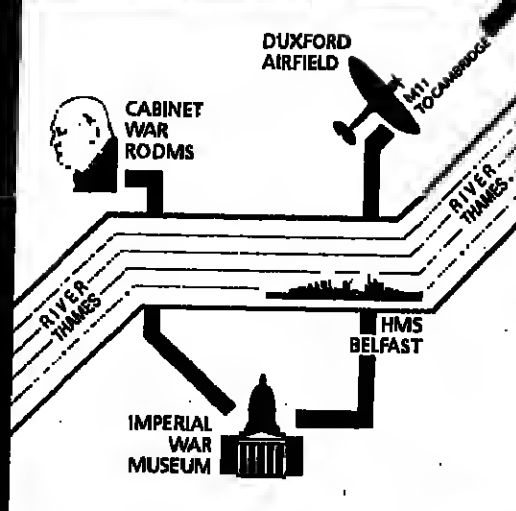
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Imperial War Museum  
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THE NEXT  
"SCHOOL VISITS"  
EXTRA

In the Times Educational Supplement will appear on 19th February 1988.

For details contact:  
Lesley Griffiths on  
01-253 3000 ext 223

## EXTRA

## Museum preview

## Exhibition extras

A full programme of events for teachers and their classes supports forthcoming exhibitions at the British Museum and the Museum of Mankind.

Throughout September and October there will be a special educational exhibition at the British Museum on the Vikings for primary schools following the BBC's new *Zig Zag* series. A study day for teachers on September 12 will introduce the temporary exhibition and preview some of the programmes with the producer, Tom Stanier. The recently published *Vikings Activity Book* (£1.25) by Sir David Wilson, director of the BBC, which introduces 7 to 11-year-olds to the Viking world and way of life through a series of games, quizzes and drawings, should prove particularly useful here, whether in or out of school.

An illustrated information sheet on the Vikings in Scandinavia, Britain and Ireland, which refers to specific museum exhibits is also available. The GCSE study day on October 24 will show that the classical collections are a rich resource not just for history and classics teachers, but for art and design, English, drama and RE specialists as well. The day will offer a wide range of workshops in the galleries from architecture and childhood to warfare and women.

Practical demonstrations of arts and crafts have become a popular feature of exhibitions. When the major loan exhibition, *Glass of the Caesars*, opens in November, there will be a special session for teachers on Roman crafts on November 28.

## MARY CRUICKSHANK

The Greek and Roman collections are becoming increasingly well-used by teachers, who will welcome the opening of new galleries in October. To introduce the new displays, the education department will be holding study days on Homer, Troy and Early Greece on October 22 and November 25 and 26; and on the Greeks in the Mediterranean next January 26, 27 and 28. Greek theatre will be explored next March in a joint project to coincide with University College's production of *Medea*.

The museum's education department has also worked closely with Kent Opera. Two successful collaborations based on Tippett's *King Priam* and Mozart's *Magic Flute* encouraged students to use the galleries to design a production and culminated in a workshop performance with the company. The latest venture is based on the new work by Judith Weir, *A Night at the Chinese Opera*, set in 14th-century China. Teachers are invited to a study day on the opera and the oriental collections on September 19 and a workshop for schools and families will be held next February.

A highlight of next year's programme will be the exhibition, *Suleyman the Magnificent*, which arrives in London from Washington, Chicago and New York next February. Weekend courses for teachers on March 12 and 13 and on April 23 and 24 will focus on the ceramics, textiles

and other art works on loan from Istanbul.

The Royal Academy's celebration of English Gothic art from 1200 to 1400, which opens on November 6, draws on much material from the British Museum. On November 12 and 21 there will be sessions for teachers at the two venues and an evening preview of the exhibition. Study notes on various aspects of Medieval art are also available.

The *Living Arctic* exhibition opens at the Museum of Mankind in December, accompanied by an extensive educational programme. A well-illustrated guide to the exhibition by the curator, Jonathan King, *Arctic Hunters: Indians and Inuit of Northern Canada*, (£1.95) describes life in the sub-arctic and arctic today and the influence of modern technology on traditional ways of life. Particularly useful for school visits will be a special activity room for children staffed by two Canadian teachers.

British Museum Publications for children include Joy Richardson's *Inside the British Museum* (£1.50) and *Inside the Museum of Mankind* (£1.95) as well as the activity books series and other useful guides. They can be bought in the museum bookshop or in advance from BMIP, 10 Bloomsbury Street, London WC1B 3QQ. Study notes and trails, teachers' packs, and videos for loan are available free of charge from the education department. Courses must be booked in advance. Details from the Education Service, Great Russell Street, London WC1B 3DG. (01-636 1555.



Although admission charges were introduced to the Natural History Museum in April, pre-booked parties from British schools and educational institutions are still admitted free, as are bona fide students using the galleries for scientific or artistic study purposes, and teachers making a preliminary visit.

The redesign of a large part of the museum has meant that the school assembly area, where classes can leave bags and coats and eat lunch, has been temporarily restricted. This makes it even more important than usual for schools to pre-book visits, so that teachers can be warned in advance if the area is full. Groups that turn up "on spec" may find that they have to wait for admission or even be asked to visit another of the South Kensington museums instead.

This is clearly unsatisfactory if a visit has been specifically geared towards the Natural History Museum, and its education department is concerned that teachers know about the current limitations. The only consolation is that in about two years' time a greatly extended schools area will be in operation with a capacity for about 300 children.

In the meantime, the important thing is to book a visit at least two weeks in advance by writing to the visitor resources section. Teachers are also encouraged to book a visit to one of the galleries that offer a special programme.

Teachers who make use of the pre-booking service will receive an information pack on how to plan a visit and details of the teachers' centre, where a range of resources and sample worksheets are on display. The centre is open every weekday from 11.30am to 5.30pm and on Wednesdays from 4pm to 5.30pm. A wide range of activity sheets encouraging close observation of displays and catering for all age-groups from lower primary to sixth form is available, price 10p each. There are also teachers' guides on human biology, ecology, evolution, fossils and sixth-form visits. Occasional teachers' courses are run; there will be one on using the museum for primary and secondary school teachers on September 29.

Details and booking information from the Visitor Resources Section, The Natural History Museum, Cromwell Road, London SW7 5BD.

## EXTRA



"The Cholmondeley Sisters" 17th century British school

## Painting packs

## Art of observation

Gallery Explorer Packs for Young People.  
Tate Gallery Publications, Millbank, London SW1P 4RG  
Each pack contains 10 worksheets.  
£1.95, discounts for schools visiting the Tate.

A vivid interest is the first spur to looking at paintings, but a gallery talk encouraging active observation and enjoyment can well be the second. These lively displays of knowledge and enthusiasm are enjoyed by many visitors to the Tate and the publication, by the education department, of *Tate Trails* will make a useful follow-up to such an experience.

The selection of works in the packs is a varied one and draws on both the British Collection and masterpieces from the 20th century. There is a particular bias towards recent works. The packs contain 10 A4 sheets, each with a large colour reproduction of the work to be studied, together with helpful information about the artist or medium, and follow-up questions and suggestions. There are two packs for 8-12-year-olds and two for children over the age of 12. The latter are clear, lively and argumentative, demanding careful attention to colour, shape and size and an emotional as well as thoughtful consideration of symbols and colour.

For example, students are asked to imagine a shape into which Rodin's

## JEAN GOODING

The Kits would fit. In the case of the red and black *Roikka Installation* 1958-9, originally designed to decorate a restaurant in the Seagram Building, they have to describe the way in which the paint has been applied to the canvas and the effect achieved.

The packs demand a concentrated look at both the whole and parts of the work and there is constant emphasis on the achievement of effect either by paint on canvas or by the shaping of wood or stone. The children's imagination is involved in descriptions of scenery, emotions and the progress of narrative.

Where this is not appropriate, the pack takes other approaches. I found the different ways of considering Mondrian's *Composition with Grey, Red, Yellow and Blue* demanding and interesting; analogies with set theory and different ways of categorizing or classifying objects are clear. The packs explore language and the connection with other arts, especially music. They also spotlight key works in the Tate - works which Per Adams of the education department stresses are usually there on the walls.

The punchy, direct questions demand the visitor's attention and judgement. Of Boccioni's *Unique Forms of Continuity in Space* and even of Gainsborough's lively presentation *Portrait*

of *Giovanna Baccelli*, we are asked at the end of the exercise: "Do you think he has succeeded? Give a mark out of 10." It might, however, be more realistic to ask the pupils to justify their mark by referring to their previous answers.

There are explanations of unusual or technical works such as *Reclining Figure* by Henry Moore. Here, the worksheet asks the student to assume the position, to try out poses, to find the angles, shapes and spaces of the figure. The visitor is invited to imagine a mouse climbing up and down the curves, following the shape and texture of the stone. The emphasis on words and ideas is powerful: "Which of these do you think are strong: a woman, a hill, the sea, a mouse?"

The packs follow the publication of a collection of poems commissioned by the Tate and the works which inspired them. *With a Poet's Eye*, and the anthology, *Voices in the Gallery*, by Dannie and Joan Abse, using a wider range of works. The Tate has also produced small volumes based on a particular theme: romantic love or the sea, for example. There has also been a series of well-attended lunchtime poetry readings in the gallery for the past three summers.

Details and booking forms for this autumn's gallery workshops will be available in early October. In November, the Welsh poet, Gillian Clarke, will be running primary school activities.

## Insight into industry

## Factory fodder

## VANESSA YOUNG

Ireland from 4 West Regent Street, Glasgow G2 1RW. Tel 01-322 2827.

The Careers Research Advisory Centre, in consultation with local education authorities, government bodies and companies, offers a range of activities for pupils preparing for careers in industry including insight courses for sixth-formers, which last four days and are designed to give students a genuine feel for management. They also run a "fast-moving and intensive" two-day insight into industry course designed for third-year pupils, with an INSET day organized for staff staging the event at school. Information from CRAC, Sheraton House, Castle Park, Cambridge CB3 0AX. Tel 0223 460277.

Industry Matters, built on the momentum of Industry Year 1986, by the RSA, has a regional network of some 350 local groups, many with a specific education contact. To assist active collaboration between education and industry at a curriculum level, from primary upwards. One of the main educational targets is to link all secondary schools and as many primary schools as possible with local companies. Contacting the network

enables a wide variety of school-industry links to be forged. Education packs, appropriate to area, obtainable from the Education Co-ordinator, Industry Matters, 8 John Adam Street, London WC2N 6EZ. Tel 01-930 9120 or RSA switchboard 01-930 5115. Packs for each level of schooling are also on offer.

*Visitors to York*, the result of a collaborative project involving nine schools is a useful resource for teaching about tourism as an industry using fieldwork skills and surveys. Under the auspices of SIA (The North Yorkshire Schools and Industry Association) the project made a survey of visitors to York for Industry Year. *Visitors to York*, SIA, 0948665 017, £5 including p&p from SIA, Park Grove School, Dudley Street, York YO3 7IO. Tel 0904 23963. SIA Newsletter also available on request.

While students are away from school premises obtaining direct experience of local industry and community, the school remains responsible for their welfare. *On and About* by Maureen O'Connor, is an essential all-round guide to safe practice out of school from the SCDC (Schools Curriculum Development Committee). A revised edition will be available from Midgley later in the autumn.

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Further information from Administrators, tel 081-591 8451.

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# Running wild

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Bob Smyth's *City Wildlife*, an account of the growth of the urban nature conservation movement, includes a guide to over 300 wildlife sites mainly in Greater London and the metropolitan counties, but also in Leicester and urban areas of Avon, Cleveland, South Wales and Scotland.

The directory indicates the wide range of locations for nature reserves: disused railways, canal basins, churchyards and cemeteries, public parks and reclaimed gravel pits. Some of the least promising-sounding places offer rich havens for wildlife.

Each entry gives details of address, warden's telephone number where appropriate, management and size of the reserve and a brief description of habitat and notable species.

The growing awareness of the importance of nature conservation in towns is described in the first half of the book. The author, a non-founder of the London Wildlife Trust, former deputy leader of Southwark borough council, and a member of the council

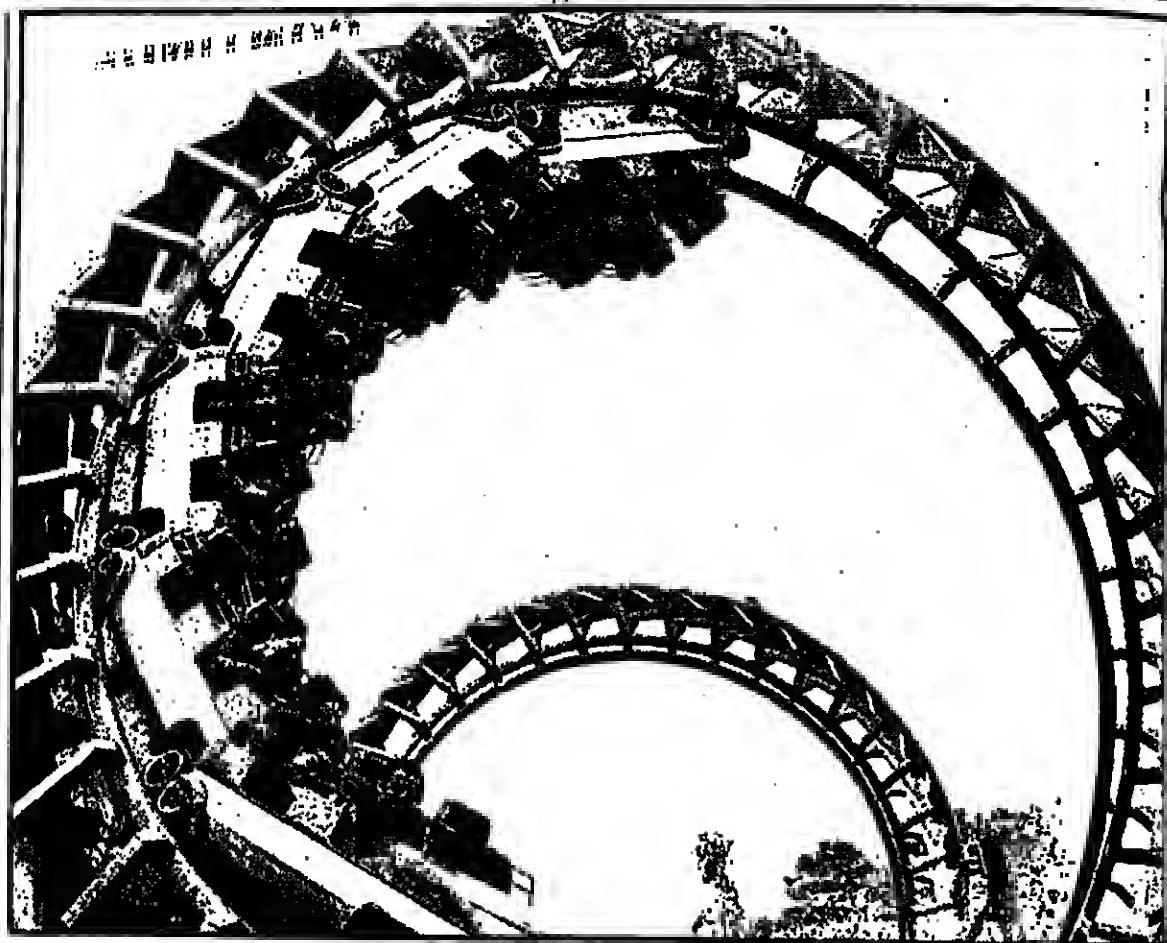
of the Royal Society for Nature Conservation, has had broad, practical experience of the issues involved. He discusses the roles of the landscape architects, local authorities, government agencies and pressure groups. The account suggests that reserves are most successful where the local community has a sense of "ownership" and involvement. Schools are among the most frequent users, aware of the advantages of a nearby site for regular fieldwork and recreation. Their continued participation underlines the value of urban nature reserves as a community resource.

Mary Cruickshank

## Lakeland

Lakeland District Leaders' Handbook provides a wide range of invaluable information for groups visiting the area. It ranges from boots to boat-hire, conservation to cycling, and farm visits to films. Available from bookshops, £2.50, or Youth and Schools Lakeland Service, National Park Centre, Brockhole, Windermere, Cumbria LA23 1J, plus 51p p and p.

EXTRA



Theme park safety

## Scare-appeal

LIZ HERON

The theme and leisure park industry has crossed the Atlantic in a big way since the start of the Eighties. Added attractions have burgeoned and new parks open all the time. School parties have become one of the main market targets, with elaborately produced education packs and teachers' notes boosting the educational image. But in the wake of recent accidents, safety is bound to be the first consideration for teachers.

At Alton Towers in North Staffordshire last year, school visits made up 10 per cent of the 2.2 million admissions, with thousands of children travelling from as far afield as London, Yorkshire and Bristol. School groups account for an increasing proportion of visits to Thorpe Park in Surrey - 124,000 children in the last year, compared with an overall volume of 1.2 million. Blackpool Pleasure Beach, which, with six and a half million visitors a year, boasts the biggest single leisure attraction in the country, has just made a sales pitch to 7,500 schools, emphasizing the educational value of its amusements.

Park managers are disinclined to admit that tragedies have provoked any re-thinking or tightening up of safety standards. These are publicly claimed as a matter of pride. Approaches vary when it comes to supervision and regulating access to rides. At Alton Towers and Thorpe Park, it's a child's height rather than age that puts certain attractions out of reach. Alton Towers has special areas for those under 4ft 11in (Adventure

Lund) and 4ft 7in (Kiddies' Kingdom), which children are not allowed to leave until collected by an adult.

At Chessington in Surrey, children under eight have to be accompanied on all the rides. At Kingslide the zoo, where a new education centre is presently being built, its World of Adventures opened this year, geared to a younger age range than some of the amusement parks. They claim not to have "white-knuckle rides" - those with screeching for teenagers, like the "corkscrew".

At parks where they do operate, age and height restrictions apply to all children. For the most part supervision of school parties is left to accompanying teachers, with no extra regulations being enforced. Thorpe Park points out that during the height of the school visits season, in June and July, they have extra security staff on duty. They estimate that for 7,000 children they need staff corresponding to 12-13,000 general admissions. Both Alton Towers and Thorpe Park encourage accompanying teachers to make a preliminary visit free of charge.

Perhaps the most supervised arrangements are those laid out at Blackpool Pleasure Beach, where school groups don't just disperse in the general throng, but are taken round by a guide to visit a specific number of attractions, which are chosen accord-

ing to three different age groups. Amusement and theme parks are opening at such a rate that the English Tourist Board finds it hard to keep up with them. Some operate safety checks and procedures above the minimum, but it can't be assumed that they all do. They're highly competitive. Even if safety and staffing levels conform to existing legal requirements, and staff working conditions are ideal, there are inevitable problems when dealing with a volume of human traffic that appears to have no foreseeable limit. As the manager of Lancashire's Camelot Theme Park put it: "I'm in a growth business. We wouldn't be here if we weren't aiming to get bigger". It's not a problem the industry seems willing to recognize.

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There will be an exhibition to celebrate Beatrix Potter at the Tate Gallery between November 18 and January 31. Two hundred items have been selected by the National Trust, which owns her house and land and many of her original drawings, to show Beatrix Potter in other guises besides that of the creator of Peter Rabbit. Influenced by her father, the pioneering photographer, painter, Beatrix recorded her life and work in a series of drawings, paintings and natural history sketches. The exhibition will be held at the Tate Gallery, 100 Pall Mall, London SW1Y 5AL. Tel: 01-479 3000.

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AN IDEAL VENUE FOR SCHOOL VISITS  
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For example - Admission for pre-paid 25 seat coach including all passengers - ONLY £25.00.

For further details write to:-

The Education Officer  
Child-Deale Wildlife Trust  
Church Farm  
Lower Basildon  
Nr. Reading  
Berk. RG8 9NE  
or telephone Pangbourne (07357) 6171

Monks to Motoring - Seven Centuries of History at  
The National Motor Museum, Palace House, Banbury Abbey, Banbury  
Buckinghamshire. Tel: 01235 555555.

## Education at Beaulieu

Study Motoring History, Monastic and Later English Life, Shipbuilding, Woodland, River, Farming, Gamekeeping.  
Educational materials, guided tours, etc. available.  
Please contact:  
Education, John Montagu Building, Beaulieu, Hants RG24 7ZN. (0509) 812348

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Day courses and residential courses (self-catering) in animal welfare and wildlife conservation studies. GCSE and A-level GCSE courses in ecology. Study areas include woodland, freshwater and coastal habitats.  
Tel: 01223 810000

## HEADSHIPS

**NORTH KENT AREA**  
**Hartlip Endowed C.E. Primary School (Aided), Hartlip, Sittingbourne, Kent.**  
**Group 2 Age Range 5-11**

Applications are invited from well qualified and experienced candidates for this Primary School (current roll 79), situated in a pleasant rural area between Sittingbourne and the Medway towns.

The Governors are seeking to appoint a Communion member of the Church of England.

Assistance is available with removal and other related expenses in approved circumstances.

**Gillingham**  
**Arden County Junior School.**  
**Group 5 Age Range 7-11**  
**Current Roll 226**

Application from well qualified and experienced candidates are invited for the above post.

Assistance is available with removal and other related expenses in approved circumstances.

Application form and further details for both posts from: The Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent, ME4 4JE, to whom they should be returned by 25 September 1987. 03732

**KENT COUNTY COUNCIL**

Applications are invited from appropriately qualified and experienced teachers for the posts of

## Head Teacher.

of the following Schools. Appointments to commence 1st January 1988.

**DANSON PRIMARY SCHOOL, GROUP 5, WELLING**

**NORTHEND PRIMARY SCHOOL, GROUP 4 SPA, ERITH**

Provision of temporary housing accommodation may be available.  
Application forms and further details available from Chief Education Officer for Schools (T5), Town Hall, Crawley, Kent, DA1 4EN. Closing date for applications 21st September 1987. 00733

**Bexley London Borough**

## After mums and dads, probably the most influential figure in a young person's life.



In Enfield we recognise the support and backing that is necessary to create effective and well managed schools. We offer an extensive and innovative in-service programme. We are fore runners in educational initiatives and can give exciting opportunities for the development and implementation of new ideas. Working in Enfield is a partnership.

There are of course other advantages to working in Enfield. You will find the best combination of city and suburban living: a pleasant outer London borough with easy access to the centre of London yet only a stone's throw away from the rolling Hertfordshire countryside.

The following vacancies have occurred due to promotion and retirement.  
**HEAD TEACHER GROUP 6**  
**WALKER PRIMARY SCHOOL, Waterhill Road, London N14 7EG.**  
Tel: 01 888 3904.

Walker Primary School is located in a very popular residential area bordering the London Borough of Bexley. The roll in September will be close to 440 pupils, and the majority of children come from within the school's catchment area.

There are 17 full time Teachers, including the Head Teacher.

**HEAD TEACHER GROUP 6**  
**HAZELBURY INFANT SCHOOL, Hazelbury Road, London N9 9TT.**  
Tel: 01 807 5877.

The Headship falls vacant in September 1987 following the appointment of the present postholder to a Headship at a larger Infant School within the Borough.

The School is situated on the South Eastern side of Edmonton, sharing a large site with Hazelbury Junior School, the Progress Centre and West Lea School. The roll in September will be 300 pupils plus Nursery Class and Nurture Group.

There are 18 full time teaching staff including the Head Teacher, and 0.8 full time equivalent.

**HEAD TEACHER GROUP 4**  
**OKTHORPE JUNIOR SCHOOL, Tile Kiln Lane, London N13 8BY.**  
Tel: 01 807 4889.

Okthorpe School is centrally situated in the Southern part of the Borough. Currently there are 235

pupils on roll.  
The teaching staff is 10 full time, including the Head Teacher and 0.7 full time equivalent.

**SECOND DEPUTY HEAD TEACHER GROUP 7**  
**CHURCHFIELD PRIMARY SCHOOL, Ladbroke Road, London N8 7BA.**  
Tel: 01 807 2488.

The vacancy is the result of the present postholder's promotion to a Headship within the Authority.

The School is situated in the South Eastern Sector of the Borough close to the major road and rail links.

The teaching staff for the academic year 1987/88 is 20 full time plus 0.6 part time equivalent.

The number of pupils on roll is 457.  
**DEPUTY HEAD TEACHER GROUP 6**  
**ALMA PRIMARY SCHOOL, Alma Road, Enfield EN3 4UG.**  
Tel: 01 804 3302.

The vacancy is the result of the present Deputy Headteacher's promotion to a Headship within the Authority.

London Allowance £785. Consideration given to assistance with removal, re-location costs, temporary housing and two homes allowance.

Application forms (large S.A.E.) obtainable from and to be returned to Education Department, P.O. Box 88, Civic Centre, Silver Street, Enfield, Middlesex. Closing date 18th September 1987.

The roll in September will be approximately 168 pupils. There are six full time Teachers and a Nursery teacher. There are also 2 part time Teachers.

## HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the headships of the following schools.

**Mendham County Primary School**  
**Group 2 Ages 5-11 Number on Roll 52.**  
(Re-Advertisement)

The school is situated in the village of Mendham nestling in the picturesque Weymouth Valley and serves a rural community. The appointment will date from the beginning of the Spring Term 1988.

**Tudor C of E Controlled Primary School, Sudbury**  
**Group 4 Ages 5-9 Number on Roll 176**  
(Re-Advertisement)

The school is situated in the attractive market town of Sudbury on the Suffolk/Essex border.

The appointment will date from either the beginning of the Spring Term 1988 or Summer Term 1988.

**Hardwick County Primary School, Bury St. Edmunds.**  
**Group 5 Ages 5-9 Number on Roll 285**  
(Re-Advertisement)

This modern primary school is situated on the south-eastern side of the historic market town of Bury St. Edmunds and serves a mixed residential area.

The appointment will date from either the beginning of the Spring Term 1988 or Summer Term 1988. Previous applicants for the above posts who wish to have their applications re-considered must please write to this effect.

Further details and application forms are available from the County Education Officer, St. Andrew House, County Hall, Ipswich, IP4 1LJ. (S.A.E. please) and completed forms should be returned by 25th September 1987. 03734

**Suffolk County Council**

**Cleveland County Council**

An equal opportunities employer.  
Closing date: 18th September 1987.  
APPLICATION FORMS AND FURTHER DETAILS ARE OBTAINABLE FROM AND RETURNABLE TO THE COUNTY EDUCATION OFFICER, EDUCATION OFFICE, WOODLAND ROAD, MIDLESBROUGH, CLEVELAND, TS1 1BN TEL: MIDLESBROUGH 24165, EXT. 20167. FINANCIAL ASSISTANCE WITH HOUSEHOLD REMOVAL EXPENSES MAY BE AVAILABLE IN APPROVED CASES.

**WOS FARM PRIMARY SCHOOL, Stirling Road, Redcar, Cleveland TS10 2JH.**

**HEAD TEACHER (GROUP 5)**  
Required for January, 1988, a suitably qualified and experienced teacher for this primary school serving a large estate in Redcar.

**WESTBURY JUNIOR SCHOOL, Eric Avenue, Thornaby, Cleveland, TS17 7JL**

**HEAD TEACHER (GROUP 4)**  
Required for January, 1988, a suitably qualified and experienced teacher for the Headship of this junior school situated in Thornaby.

**HEMLINGTON HALL INFANT SCHOOL, Stalton Way, Hemlington, Middlesbrough, Cleveland, TS8 9DA.**

**HEAD TEACHER (GROUP 4)**  
Required for January, 1988, a suitably qualified and experienced teacher for this infant school with a 30 place primary class, serving a large housing development on the southern outskirts of Middlesbrough. (60763)

tion to a Headship within the Authority.

Alms School is situated in the Eastern part of the Borough. There are approximately 300 currently on roll, and they are organised into 11 mixed ability classes and a 30 place Nursery.

There are, at present, 15 full time teachers, plus a Language Teacher.

This staffing supports the Special Educational Needs of the school and an active programme of INSET.

**DEPUTY HEAD TEACHER GROUP 4**  
**DE BOHUN INFANT SCHOOL, Green Road, Southgate, London N14 4AD.**  
Tel: 01 446 8884.

The post of Deputy Head Teacher is vacant due to the promotion of the previous postholder to a headship within the Authority.

The school is situated in the Western part of the Borough and has easy access from the M25 and London Transport Underground, Piccadilly Line.

The roll in September will be approximately 168 pupils. There are six full time Teachers and a Nursery teacher. There are also 2 part time Teachers.

London Allowance £785. Consideration given to assistance with removal, re-location costs, temporary housing and two homes allowance.

Application forms (large S.A.E.) obtainable from and to be returned to Education Department, P.O. Box 88, Civic Centre, Silver Street, Enfield, Middlesex. Closing date 18th September 1987.

The roll in September will be approximately 168 pupils. There are six full time Teachers and a Nursery teacher. There are also 2 part time Teachers.

An Equal Opportunity Employer  
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## SECONDARY HEADSHIPS

continued

### WARWICKSHIRE

**EXHALL SCHOOL**, Ash Green Lane, Ealing, Coventry CV4 9AL. Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Stratford, to whom completed forms should be returned by 15th September 1987.

Warwickshire is an equal opportunities employer (1987).

**WEST SUSSEX**  
**DAVISON C.E. HIGH SCHOOL FOR GIRLS**, Worthing. **HEADTEACHER** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Worthing, to whom completed forms should be returned by 15th September 1987.

Warwickshire is an equal opportunities employer (1987).

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

## HEADTEACHER

**DAVISON C.E. HIGH SCHOOL FOR GIRLS, WORTHING**

(Group 9; Age range 12-16; Roll 725)

Required January 1988, on the retirement of the present post holder, for this Church of England (Controlled) Secondary Comprehensive School for Girls.

Application form and further details available from the Area Education Officer, 15 Mill Road, Worthing, West Sussex, BN11 4NH (safe place)

Closing date: 25th September, 1987.

**west sussex**

**Oxfordshire County Council**  
AN EQUAL OPPORTUNITY EMPLOYER

### PEERS SCHOOL, OXFORD

Required for January 1988, if possible, a **HEADTEACHER**, for this group 11, 13-18 Comprehensive School.

Application forms and further details available from the Chief Education Officer (Ref: SA), Macclesfield House, New Road, Oxford OX1 1NA, to be returned within two weeks of the appearance of this advertisement.

**SURREY COUNTY COUNCIL**

**TOMLINSCOTE SCHOOL**, Aliphington Avenue, Frimley, Surrey, GU16 5LY.  
NOR: 1158 Inc 183 In Sixth Form

**HEADTEACHER**

required from Spring Term 1988 for this Group 12-18 Mixed Comprehensive School.  
Salary £26,000 p.a.

Application form and further details available from County Education Officer (T/M/V/S), County Hall, Kingston upon Thames, KT1 2D (s.a. please).  
Closing date 18 September 1987.

### Deputy Headships Second Masters/ Misses

#### AVON COUNTY

**CHIPPING BOBURY SCHOOL**, Chipping Sodbury, Glos. SS17 5EW. **DEPUTY HEAD** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Stroud, to whom completed forms should be returned by 15th September 1987.

Warwickshire is an equal opportunities employer (1987).

#### BERKSHIRE

**ROYAL COUNTY OF BERKSHIRE**, Reading. **DEPUTY HEAD** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Reading, to whom completed forms should be returned by 15th September 1987.

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### ESSEX

**GRAYSON CONVENT HIGH SCHOOL**, Colchester Avenue, Ormeau RM17 5LH. **HEADTEACHER** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Colchester, to whom completed forms should be returned by 15th September 1987.

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### Remedial and Special Needs Teaching Posts Heads of Department

#### NEWPORT

**MEDINA HIGH SCHOOL**, Fairway Road, Newport NP23 5PX. **HEAD OF DEPARTMENT** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Head of Department of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Newport, to whom completed forms should be returned by 15th September 1987.

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### REDBRIDGE

**LOXFORD HIGH SCHOOL**, Loxford Lane, Uxbridge, Middx. **HEADTEACHER** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Uxbridge, to whom completed forms should be returned by 15th September 1987.

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### SECONDARY REMEDIAL continued

#### Scale 2 Posts and above

**RICHMOND UPON THAMES**  
**LOXFORD HIGH SCHOOL**, Loxford Lane, Uxbridge, Middx. **HEADTEACHER** (1988). Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 10 school 1988 on full time basis from 1st January 1988 if possible.

Application form and further details may be obtained from the County Education Officer, Uxbridge, to whom completed forms should be returned by 15th September 1987.

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## Wirral Metropolitan College

Principal: J. A. Sheekleton, B.A. (Hons)  
**DEPARTMENT OF ADULT AND CONTINUING EDUCATION**  
**PRINCIPAL LECTURER**  
 (Ref Ext/23)  
 Responsibilities could lie in at least two of the following areas of work:

Communication Education: Continuing Education and Training: Special Needs: Non-vocational Education

### SENIOR LECTURER

(Ref Ext/24)  
 The post holder will be one of four Senior Lecturers all of whom are heads of sections. Specific skills could include: literacy; numeracy; English as a Second Language; courses for parents; informal women's education; personal effectiveness skills or other areas as appropriate.

### LECTURER II - SPECIAL EDUCATIONAL NEEDS

(Ref Ext/20)  
**COLLEGE DEVELOPMENT UNIT**  
**LECTURER II - STAFF DEVELOPMENT & TRAINING**  
 (Ref Ext/22) RE-ADVERTISEMENT  
 To join an expanding staff development team. Previous applications will automatically be re-considered.

### LECTURER II - PICK-UP DEVELOPMENT OFFICER

(Ref Ext/14)  
 Two funded posts for one year in first instance. To develop the College's continuing professional, vocational and educational updating services to local industry, business and the professions. It is anticipated that each officer will have a background in one of the following disciplines:

- 1 Manufacturing/Process Technology;
- 2 Management.

### TEMPORARY LECTURER II - STAFF DEVELOPMENT & TRAINING

(Ref Ext/26)  
 For one year only from September 1987, following secondment of a permanent member of staff development team. Successful candidates for above posts should be graduates, teacher trained and have relevant teaching experience (eg C&G 730, 731, 726 etc).

### DEPARTMENT OF SCIENCE & MATHEMATICS

### LECTURER II IN CHEMICAL ENGINEERING

(Ref Ext/06)  
 To teach Chemical Engineering on the BTCE HNC and HND programmes. Ability to offer Computer Based Process Control desirable.

### LECTURER I - COMPUTER STUDIES

(Ref Ext/25)  
 To teach general Computer Studies at a variety of levels. Application forms and further particulars for all posts available from the Deputy Principal's Secretary, Wirral Metropolitan College, Carlett Park, Eastham, Wirral L62 0AY. Tel: 051 527 4331.  
 (Please quote appropriate reference number)  
 CLOSING DATE FOR ALL POSTS: 18 SEPTEMBER 1987.

## COLLEGE OF FURTHER & TERTIARY EDUCATION

**AVON COUNTY EDUCATION SERVICE**  
**DEPARTMENT OF SCIENCE AND MATHEMATICS**  
 Applications for the following post, duties to be carried out in the following areas:

**LECTURER GRADE II IN PHARMACEUTICAL SCIENCES**  
 The appointment may be made at either a full-time or part-time basis. The successful applicant will have responsibility for the delivery of the course and will also be responsible for the assessment of students.

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## HEREFORD AND WORCESTER COUNTY COUNCIL

**NORTH WORCESTERSHIRE COLLEGE**  
**DEPUTY EDUCATION OFFICER AT HEWELL**  
 (Ref Ext/23)  
 The successful applicant will be responsible for the delivery of the course and will also be responsible for the assessment of students.

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## ORPINGTON COLLEGE OF FURTHER EDUCATION

### Senior Lecturer in Business Studies (Re-advertisement)

to be responsible for co-ordinating the work of the Business Studies Section, with an additional cross-college responsibility for marketing courses and developing links with employers.

### Lecturer II in Computing

to teach on BTCE National and GCE 'A' Level (Computing) courses and to be involved in the College's IT Programme. Recent commercial computing experience would be an advantage and a successful unqualified applicant would be encouraged to complete a teacher training course.

Application Forms and Job Description from: The Principal, Orpington College of Further Education, The Walrus, High Street, Orpington, Kent. BR6 0TE. Telephone: 0689 39336

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## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community. Unless otherwise stated the following are required as soon as possible and the closing date is 17th September 1987.

Application forms available from: The Principal at the College, unless otherwise stated (SAE please).

Lancaster & Morecambe College  
 Lancaster, Lancashire  
 LECTURER I - Hairdressing and Beauty - £8,843 - £11,865 (pro rata)

Teacher trained applicants able to contribute to existing and new courses in hairdressing to the standard of City and Guilds 300 series preferred.

Layland Runshaw Tertiary College  
 Langdale Road, Layland  
 Required 1st January 1988.  
 LECTURER I - Cooking and Allied Subjects (to be based at HM Prison, Wymott).

Suitable qualified and experienced teacher of adults to teach basic survival cooking, some elements of home economics and an NVQAC Catering Course. Experience of working with handicapped and of education within the prison setting an advantage.

Accrington & Roseendale College  
 Senny Lane, Accrington.  
 2 POSTS (LECTURER II)  
 (a) Sociology/History to teach all levels up to GCE 'A' level.  
 (b) Painting & Decorating to join an enthusiastic team of staff in the Construction Section.

Application forms/further details from: The District Education Officer, Ewbank House, Cannon Street, Accrington (SAE please)

03943

## NEWHAM COMMUNITY COLLEGE

An Equal Opportunity Employer  
 A College of further, higher and adult education providing education and training for the whole community - from basic skill level to final professional qualifications.

### LI in Graphic Design

Suitable for a young qualified Graphic Designer whose wish is to start a teaching career, or a person already teaching but looking for a more fulfilling role in Graphic Design education. Opportunities to work with computer graphics will be available.

The post is within a lively department, currently with 320 full-time students, offering a range of Art and Design provision including BTCE Diploma and Higher Diploma Graphic Design courses.

Applications from women, members of the ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range £8,843 to £13,856 plus LW £1,215  
 Application forms and further particulars are available from:  
 The Principal (WAB), Newham Community College, High Street South, London E6 4ER.  
 Tel: 01-552 9927 (24 hours). Closing date: 18.9.87

## WILTSHIRE COUNTY COUNCIL COLLEGES

**SWINDON COLLEGE**  
**HEAD OF DEPARTMENT OF ENGINEERING & TECHNOLOGY**  
 Grade VI,  
 Salary £19,838-£21,639  
 (under review)

The headship of this major department is vacant from 1 January 1988. The post calls for well qualified technical and managerial leadership. The department's work ranges from CPVE to HND level and includes 'state of the art' CAD centre. Opportunity and encouragement for development exist in this fast-growing part of the M4 corridor.

Further details and application forms are available (see please) from Clive Brins, Principal, Swindon College, Regent Circus, Swindon SN1 1PT. Completed applications should be returned within 14 days of the advertisement.

Equal Opportunity Employer

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## CASSIO COLLEGE

Langley Road, Watford, Herts WD1 3RH  
**Department of Adult Studies & Home Economics**  
 Required for January 1st 1988 or as soon as possible

### Associate Lecturer in Home Economics (0.6 post)

To teach Home Economics and related subjects on a range of courses for students 16 - 19 and possibly for adults.

The successful candidate will be interested in all aspects of Home Economics and its application to care work in the community.

Salary: Burnham EE, Scale Lecturer I (pro rata) plus London Fringe Allowance.

For further details and application form please write to the Principal at the above address. (SAE please).

Applications to be returned by 25 September 1987.

## SOUTH CHESHIRE COLLEGE

(Re-advertisement)  
**Department of Food, Fashion, Health and Social Work**  
 Applications are invited for the following post

### Principal Lecturer (Deputy Head of Department)

Applicants should have sound though not necessarily lengthy administrative experience and be professionally qualified to teach in one of the departments major areas viz. Catering, Hair and Beauty, Health & Social Work, Science.

Previous applicants need not re-apply.

Further particulars and application form may be obtained from THE COLLEGE, DANE BANK AVENUE, CREWE CW2 8AB. Tel 0270 891333.

## EDUCATION DEPARTMENT

### LECTURER B IN CATERING SUBJECTS

DUMFRIES AND GALLOWAY COLLEGE OF TECHNOLOGY  
 Applications are invited from suitably qualified and experienced persons for the above mentioned post. The person appointed will be required to teach professional cookery and allied subjects at Craft Level to students undertaking catering and catering related programmes within the department. Industrial and teaching experience are desirable.

Salary - Lecturer B Scale - £9,093 to £13,398 (under review)  
 Application forms, together with further details, may be obtained from the Director of Education, Education Offices, 30, Edinburgh Road, Dumfries, DG1 1JQ (Tel: Dumfries (0387) 63822), to whom completed forms should be returned no later than 18th September, 1987.

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## COLLEGES OF FURTHER & TERTIARY EDUCATION

**LEICESTERSHIRE COUNTY COUNCIL**  
**BROADVIEW FURTHER EDUCATION CENTRE**  
**ASHFIELD SCHOOL**  
**BIRMINGHAM F.E.**

LECTURER I £8,843 - £11,865 (award pending)

Required for January 1988 or earlier, an enthusiastic and creative person with experience of teaching and/or of technical work to help set up a new Broadview Further Education Centre at Ashfield School.

This Centre will cater for a small group of physically disabled students who will participate in a variety of educational establishments including FE College and the Open University.

For application forms and further details please write to: Director of Education, Education Branch, County Hall, Glenfield, Leicester LE5 8RF.

Closing date for applications is 25th September 1987. (160951) 220026

## LINCOLNSHIRE NORTH LINCOLNSHIRE COLLEGE

LECTURER GRADE II IN COMPUTER AIDED ENGINEERING  
 Applications are invited for the above mentioned post which is currently vacant at the Lincoln Cathedral project. The person appointed will be required to teach on BTCE Higher levels and to be responsible for development of project work on BTCE National Diploma programme.

Application forms and further details please write to the Principal, North Lincolnshire College, 100, Victoria Road, Lincoln LN5 8HQ to whom they should be returned by 18th September 1987. (160951) 220026

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## LIVERPOOL EDUCATION DEPARTMENT

MILLHOLM COLLEGE  
 100, Victoria Road, Liverpool L15 8QZ

LECTURER I - YTS CLERICAL SKILLS/SCORE  
 Salary £6,843 - £13,856

Applications are invited from suitably qualified and experienced persons for the above mentioned post. The person appointed will be required to teach on YTS Clerical Skills/Score course. The person appointed will be responsible for the delivery of the course and will also be responsible for the assessment of students.

For further details and application forms please write to the Principal, Millholm College, 100, Victoria Road, Liverpool L15 8QZ. (160951) 220026

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## NORTH YORKSHIRE HARROGATE COLLEGE OF ARTS AND TECHNOLOGY

For the post of Lecturer in Management Studies to lead a small team and to be responsible for this aspect of the work of the School.

The post calls for a person with a degree or equivalent in Management Studies, a minimum of 3 years' experience in a similar post, and a minimum of 3 years' experience in a similar post.

For further details and application forms please write to the Principal, Harrogate College of Arts and Technology, Harrogate, North Yorkshire, HG2 8QT. (160951) 220026

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## YOUTH &amp; COMMUNITY

continued

BOLHULL  
EDUCATION COMMITTEE  
YOUTH AND  
COMMUNITY TUTOR

Salary: N.C. New Grade  
£12,000 (incl. 1.9.81)

We require a suitably qualified and experienced candidate for this post based at Whittemore Youth and Community Centre, a purpose built centre on the campus of Whittemore Comprehensive School. Available from September 1987.

Application form and details of duties, salary and pension scheme, etc., available from the Director of Education, P.O. Box 20, Council Offices, Whittemore, West Midlands B91 3DU.

Closing date: 18th September 1987. 440000 (30505)

## LONDON BOROUGH OF BARNET

DIRECTORATE OF EDUCATIONAL  
SERVICES

## YOUTH AND COMMUNITY SERVICE

SENIOR YOUTH AND  
COMMUNITY WORKER  
AND CENTRE MANAGER

Are you a successful Youth and Community Worker looking for new challenges?

Do you have the drive, energy and ability to lead a team of committed workers in identifying and developing local needs?

If so, you may be just the person we need.

We are looking for a Centre Manager to lead and co-ordinate our Graham Park Youth and Community Team, and to build on the excellent progress made in recent years.

Graham Park is a modern housing estate located in Colindale NWS, and has a cosmopolitan population. The Youth and Community Team are responsible for:

- \* a Youth Club on four evenings per week for 9-21 year olds;
- \* a purpose-built adventure playground;
- \* community development through management of the extensive community use of local authority premises. These include a gymnasium, indoor pool and floodlit all-weather pitches.

To fulfil this challenging and demanding role you should be a qualified Youth Worker with experience of face to face youth work. Experience and qualifications in a related field such as recreational management would be an advantage.

In return for your dedication and hard work, we can offer:

- \* a salary of between £13,257 and £14,244 per annum inclusive;
- \* a minimum annual leave entitlement of 24 days;
- \* additional leave at sunset bank holidays;
- \* an excellent environment in which to work;
- \* good support and supervision;
- \* an Essential User Car Allowance.

If you are interested in this post, contact Peter Thomas on 01-202 2757 for an informal discussion.

Closing date: 17th September, 1987.

Application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Centauro Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202 8262, Ext. 2372 (01-202 8602 outside office hours).

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

**LONDON BOROUGH OF BARNET**

## Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER  
SOMERSET COUNTY COUNCIL  
SOMERSET EDUCATION AND CULTURAL  
SERVICES COMMITTEE  
MENDIP AREA COMMUNITY EDUCATION

YOUTH WORKER  
STREET YOUTH CLUB

Salary JNC (new level) 2(1-9) £9,400-£12,800

Applications are invited from qualified Youth and Community Workers for this challenging post based at Street Youth Club, in addition to responsibility for developing a wide ranging programme of youth activities at the Youth Club, the postholder will work closely with staff at the adjoining school, FE college, theatre and swimming pool who are corporately seeking designation as a Community Campus.

Further details of this post and application forms are available from Staffing (NT) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY. (see page 6)

Closing date: 28th September 1987.  
AN EQUAL OPPORTUNITIES EMPLOYER (50748)

## MERSKYSIDE

MERSKYSIDE YOUTH  
COUNCIL (LIMITED)  
Applications are invited for  
the following posts to work  
within the Association's thirty  
thirty youth centres.

**FIELD WORKER** Salary  
£11,000 (incl. 1.9.81)

All applications should be  
sent to the Director of  
Education, Merskyside Youth  
Council, 100, 101, 102, 103, 104,  
105, 106, 107, 108, 109, 110,  
111, 112, 113, 114, 115, 116,  
117, 118, 119, 120, 121, 122,  
123, 124, 125, 126, 127, 128,  
129, 130, 131, 132, 133, 134,  
135, 136, 137, 138, 139, 140,  
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147, 148, 149, 150, 151, 152,  
153, 154, 155, 156, 157, 158,  
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# EDUCATION DEPARTMENT

## Divisional Education Officer (North) PO5 £18,768-£20,391

This post is the senior professional and managerial post in the Education Division comprising some 100 schools. It is based on Kidderminster and encompasses the surrounding areas of Bromsgrove, Bewdley, Stourport, Hagley, Rubery & Frankley. The successful applicant will be a graduate with substantial teaching and management experience at a senior level and will need to possess good communication skills and the capacity to manage change.

## General County Inspector (Primary) Salary Southbury Scale (Burnham Headship equivalent Gp 8) £16,785-£18,273

This vacancy arises from the retirement in February 1988 of the current postholder. The post is one of four covering the Primary stage of education in a recently expanded Inspectorate. Applicants will be required to show substantial and recent experience of teaching and school management within the Primary stage. The ability to motivate and a willingness to work with a wide range of colleagues will also be required. The postholder will be responsible to the Principal County Inspector and appointment will be from 1st March 1988 or as soon as possible thereafter. Application forms together with further details for both posts are obtainable from the Personnel Section, County Education Office, Castle Street, Worcester (Miss J. Lammer/Mrs P. Battam, telephone Worcester 353368, extension 3365).

Closing date for applications for both posts is 26th September 1987.

## Hereford and Worcester County Council

## Deputy Chief Education Officer (TWO POSTS)

Following a review the Authority has decided to appoint two posts immediately below that of the Chief Education Officer. One will carry responsibility for operation of services, the other for policy development and evaluation.

The salaries are, subject to review, respectively £25,398 - £27,942 and £24,324 - £26,760.

The closing date is 18 September. Preliminary interviews will be held on 24 September 1987 with final interviews on 6 October.

Details available from:  
County Menpower  
Services Officer,  
County Hall, EXETER,  
Telephone: (0382) 273266

## DEVON

AN EQUAL  
OPPORTUNITIES  
EMPLOYER

## EDUCATION Education Officer (FURTHER EDUCATION)

SALARY: currently £21,609 - £25,458, rising to £22,098 - £26,034 from February 1988.  
HOURS: 37 hours per week.  
LOCATION: County Hall, Bedford.

Applications are invited from suitably qualified and experienced candidates for the second tier post in the Education Department from 1st January 1988 or as soon as possible thereafter.

The successful candidate will be responsible for overseeing all further and higher education in the County. This is a particularly demanding post with wide responsibilities across youth, adult and careers services in addition to provision in further and higher education colleges.

Essential Car User: Car Loan Scheme. Approved removal expenses paid.

HOW TO APPLY:  
Application forms and further details available from D. H. Browning, CBE, MA, Chief Education Officer, County Hall, Bedford MK42 9AJ, or telephone Bedford 63222 extension 2158.

CLOSING DATE: 21st September 1987.

The Council is an equal opportunities employer and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

## Bedfordshire A Nuclear Free Zone

## ADMINISTRATION L.E.A. CONTINUED

## City of Salford

### EDUCATION DEPARTMENT

GENERAL ADVISER (Special Educational Needs)  
Southbury Headteacher Group 9 £15,785 - £18,273  
(Currently under review)  
Post Ref. 0318/TE8

The Authority is seeking to appoint an enthusiastic person who is well qualified with relevant experience at senior level in schools or some other part of the education service. As part of the selection procedure applicants will be expected to demonstrate:

- detailed understanding of special educational needs and their application to both special and mainstream schools;
- Ability to innovate at all stages of learning and teaching;
- The desire to work as a member of a lively advisory team and with administrative officers;
- The capacity to undertake general care responsibilities for a small group of schools and to promote liaison between them;
- Vision in the organisation and management of schools;
- Potential to play a full part in the professional development of teachers.

If you are interested and feel you can satisfy these demands, please request further particulars with the application form.

Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Telephone 061-793 3585. Please quote the appropriate post reference in all communications.

Closing date: 18 September 1987.

We are an Equal Opportunities Employer.

Applications are encouraged from suitably qualified and/or experienced disabled persons.

## WEST GLAMORGAN County Council

### EDUCATION DEPARTMENT

Applications are invited for the following post to commence in January, 1988 or earlier where possible.

## COUNTY ADVISER

with special responsibility for Mathematics.  
Applications are invited for this important post from teachers with substantial successful teaching experience of Mathematics. Experience on a Secondary level is essential, but experience of working in other aspects of education such as Primary or Further Education will be of advantage.

Salary: Southbury-Burnham Headteacher Group 9 (Post Ref: 1/27/87)

Application forms and further particulars can be obtained from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3BN on receipt of a large stamped addressed envelope quoting the Post Reference.

The closing date for receipt of completed application forms is Thursday, 17th September, 1987.

John Beale  
Director of Education

## LONDON BOROUGH OF BARNET DIRECTORATE OF EDUCATIONAL SERVICES SENIOR ADMINISTRATIVE ASSISTANT TEACHERS' STAFFING SECTION

SALARY: PO.2 £13,690-£15,039 per annum inclusive

We require an enthusiastic administrator with sound experience in a teaching personnel section to head a team of nine people. You should have a flexible approach to developing the work of this busy section and be committed to establishing good liaison with Head Teachers on all aspects of teacher staffing. It will be essential to acquire a thorough knowledge of the new Teachers' Pay and Conditions of Employment.

Closing date 17th September, 1987. Ref. 603/SAA

## LONDON BOROUGH OF Barnet

## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

## DIRECTOR OF STAFF AND CURRICULUM DEVELOPMENT

Salary: Head of Department Senior III  
£15,455 - £17,253 per annum (under review)

Required 18th September, 1987, or as soon as possible thereafter, at Skelmersdale College, Northway, Skelmersdale, Lancs.

The College structure is matrix and the successful applicant will specialise in GRIST and the audit curriculum.

Application form and further details available from returnable to the Principal at the College (SAE please).

Closing date: 17th September, 1987.

## DEPUTY AREA EDUCATION OFFICER

£18,309-£19,487

To act as Deputy when necessary, for the Area Education Officer. Responsibilities and supervisory duties will cover: Staffing; Admissions to schools and liaison with agencies involved in the care and welfare of children; Development; Accommodation; Finance and management for the day-to-day of meetings of school governors and other bodies.

There will also be an opportunity for you to undertake work other than that of Area Administration.

You should have good academic qualifications and, preferably, appropriate experience in the Education Service.

Application form and further details from Mr. G.H. Hays, N.W. Area Education Officer, 'Llanora', 0 Heathside Road, Woking, Surrey, GU22 7EU.  
Closing date 18 September 1987.

## SURREY COUNTY COUNCIL

## Leicestershire PRINCIPAL EDUCATION WELFARE OFFICER

PO (36) £12,519 - £13,506 p.a.

This is a newly established post to lead and manage the restructured Education Welfare Service in the Authority.

Applicants should have substantial relevant experience.

Further details and application forms on receipt of s.a.e. from the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF. Closing date 18th September 1987.

## BOROUGH OF South Tyneside

## BOROUGH OF South Tyneside EDUCATION DEPARTMENT CAREERS OFFICER

£8,790-£9,854 pa

To be based at South Shields Careers Office. Duties include a caseload in two Comprehensive schools plus responsibility for certain aspects of the provision for unemployed young people.

Candidates must hold Part 1 of the Diploma in Careers Guidance although preference will be given to those who have gained Part II. Applications from students completing Diploma in Careers Guidance Courses this summer will also be welcome.

Application forms from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Tel: 081 4554968). Closing date 18/9/87.

## ADMINISTRATION L.E.A. CONTINUED

### HERTFORDSHIRE

#### ASSISTANT DIVISIONAL EDUCATION OFFICER

Applications are invited for the post of Assistant Divisional Education Officer from graduates with substantial and successful teaching experience. The post is suitable for a person enjoying administration, as it offers good opportunity for general experience over a wide field. The East Herts. divisional area covers Hatfield, Ware, Broxbourne, Cheshunt, Stevenage, Welwyn, Hemel Hempstead, St Albans, Hertford, and Watlington.

Salary Grade 1, £13,506 - £15,166, plus £225 fringe area allowance. Maximum rising to £15,507 after 1st February 1988.

The County Council also has an attractive recruitment incentive scheme.

Application form and further details from the Divisional Education Officer, Scott House, 60-62 Broad Street, Hertford SG1 3BA, to whom completed forms should be returned by Monday 28 September 1987.

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# Can you meet the Challenge of Change

## in Education?

Education is changing. In Brent, we aim to stay ahead of this change, and responding positively to the challenges we face - and to ensure that all our objectives, an improving standards and promoting equality, are achieved.

This is why we have developed so many new initiatives - and why, despite a misrepresented image, we are a model to so many other authorities.

We now aim to meet change by strengthening our senior management team, and are looking for tough-minded professionals who share our commitment to the future, professionals with experience of initiating equal opportunities on an institutional level and who can demonstrate an anti-racist and gender equality perspective and a commitment to promoting the life chances at black people, women and the disabled.

## Deputy Director - Curriculum & Training

£25,532 - £27,812 inc. (pay award pending)

To be responsible for all curriculum matters, training activities and the co-ordination of supporting agencies. Certainly for this highly influential role, you must have a deep feeling for the needs of children and staff and a clear vision of how our objectives can be achieved. You will need significant experience in the education service in which you will have gained a wide range of curriculum management skills and fine-tuned your flair for training and staff development. A proven record of initiating, developing and implementing strategies for curriculum change, staff development policies and performance reviews, is essential.

Ref E/956

## Deputy Director - Community Education

£25,532 - £27,812 inc. (pay award pending)

To weld play, youth and adult education activities into a coherent community enterprise, integrated with the borough's schools and colleges. A highly sensitive role in which a real commitment to - and a deep understanding of - the needs and potential of the community is essential. Relevant experience within the education service, or as a practitioner or administrator in youth or community work, is vital. This will have involved close consultation and co-operation with other agencies to enhance community facilities for education and an ability to develop the role of parents in the education of young people.

Ref E/957

## Deputy Director - Operational Management

£25,532 - £27,812 inc. (pay award pending)

A high profile role, especially during such unprecedented changes in the management, structure and organisation of the education service. You will manage these changes to ensure our objectives are not compromised. This will require a good understanding

of staffing structures, strategies and procedures, outstanding organisational and communication skills, an appreciation of relevant issues now affecting us and the ability to deal effectively with people of all levels. Practical success is as important as academic know-how, so impressive experience of preparing development plans for resource management in an education service is essential.

Ref E/956

## Informal Evening 8pm Tuesday, 15th September

An opportunity to meet the Director and senior staff of the Education Department in a relaxed atmosphere and to chat about these posts and educational issues generally. This will take place at: Brent Teachers Centre, Ealing Road, Wembley, Middlesex (near Alperston Underground Station).

We particularly welcome applications from women and black people in accordance with Section 38 (1)(b) of the Race Relations Act 1976, and Section 48 (1)(b) of the Sex Discrimination Act 1976.

Brent is an Equal Opportunities Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons.

Application form and job description from the Personnel Division, Room 1, Brent Town Hall Annex, Kings Drive, Wembley, Middlesex HA9 9ER, returnable by 25th September 1987. Telephone 01-903 0371, (24 hour Answerphone service).

## London Borough of BRENT

## EDUCATION DEPARTMENT GATESHEAD MBC TVEI PILOT PROJECT TVEI DEVELOPMENT OFFICER Burnham Scale 4

An opportunity is provided for an energetic, experienced and well qualified applicant to join the Authority's TVEI Central Team. The Development Officer will be asked to take responsibility for specific curriculum areas, those being 'Learning through Enterprise', Business Studies and Economic Awareness within the three TVEI Pilot Project Schools and the Technical College. A major contribution to all cross-curricular development will be expected. The successful candidate will be based at the Curriculum Project Centre. The Post will be a 3 year Fixed Term Contract until 31 August 1990 under APT & C Conditions of Service.

APPLICATION FORMS and further details are available from the Director of Education, Civic Centre, Regent Street, Gateshead NE8 1HH (Tel 081-4771811) to whom completed forms should be returned by 18th September, 1987.

We are an EQUAL OPPORTUNITIES EMPLOYER and welcome applications from candidates of any age, disability, marital status, race or sex.

## Gateshead Metropolitan Borough Council

## Education Department TVEI Assistant Co-ordinator

(Salary Burnham Headship Group 8: £21,249)

Applicants are invited from appropriately qualified and experienced candidates for this key post from January 1988 or earlier if this can be arranged. The Authority's proposals for development funding in preparation for the County extensions of TVEI have been approved by MSC from September 1987. The Authority is now looking to extend its Pilot Project by a phased county extension.

The Assistant Co-ordinator will be required to work initially in the Northallerton and Selby administrative areas of the County.

Application forms and further details are available (on receipt of stamped addressed envelope) from the County Education Officer, Room 523, 1 Recourse Lane Building, County Hall, Northallerton DL7 8AE to whom they should be returned within fourteen days of the appearance of this advertisement.

NORTH YORKSHIRE COUNTY COUNCIL

## EDUCATION DEPARTMENT ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

£15,567 - £16,773

Applicants must be graduates, have had teaching experience and, preferably, administrative experience in an Education Department.

The post carries particular responsibility for children and students with special educational needs, but it is expected that the Assistant Director of Education (Schools) will make a wider contribution to the Schools Branch as a member of the Senior Officers' team.

Application forms and further particulars may be obtained from The Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN. Telephone (081) 6878161, Ext. 2229, to be returned by 21st September, 1987.

## borough of sunderland

This council is an equal opportunities employer.







